

DOCUMENT RESUME

ED 074 582

EA 004 739

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TITLE The Gresham Grade School District #4 Year-Round Plan.
Community-School Planning and Implementation.
INSTITUTION Gresham Grade School District 4, Oreg.
PUB DATE May 72
NOTE 179p.
EDRS PRICE MF-\$0.65 HC-\$6.58
DESCRIPTORS Advisory Committees; *Cost Effectiveness; *Elementary
Schools; Enrollment; *Extended School Year; School
Calendars; School Community Cooperation; *School
Schedules; Space Utilization; *Year Round Schools
IDENTIFIERS *Gresham Grade School District 4; Oregon

ABSTRACT

This document describes the development and implementation of a year-round school program for the Gresham, Oregon, elementary school district. The 45-15 plan, which divides students into four groups and gives each group a three week vacation after every 45 class days, is modeled after the Valley View 45-15 Plan. The plan was initiated after increased enrollments and the failure of several district bond and tax elections had made increased use of existing facilities imperative. The first part of the document describes the historical beginnings of the problem -- bond issue defeats, enrollment trends, voter opinion, and alternative methods studied. The document then describes (1) the formation, activities, and recommendations of an advisory committee set up to help develop and implement a year-round program; and (2) school board action on the advisory committee recommendations. In the last two sections of the document can be found a school calendar, some information letters and sheets, and various newspaper articles about the program. (Charts and clippings may reproduce poorly.) (DN)

NOV 30 1972

GRESHAM GRADE SCHOOLS

YEAR-ROUND EDUCATION

SCHOOL-COMMUNITY

PLANNING AND IMPLEMENTATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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GRESHAM GRADE SCHOOL DISTRICT 4

1400 SE. FIFTH ST.
GRESHAM, OREGON

EA 064 739

ED 074582

THE GRESHAM GRADE SCHOOL DISTRICT #4

YEAR-ROUND PLAN

COMMUNITY-SCHOOL PLANNING AND IMPLEMENTATION

Compiled by

John G. Schaffer

Assistant Superintendent

May, 1972

GRESHAM GRADE SCHOOL DISTRICT #4

BOARD OF DIRECTORS

1971 - 1972

Mr. William St. Hilaire - Chairman

Mr. Marvin Johnson

Mr. Richard Close

Mrs. Bertha Bartels

Mrs. Mary Opray

Mr. Gordon Russell, Superintendent

Mr. John Schaffer, Assistant Superintendent

Mrs. Ann Root, Deputy Clerk

STATEMENT OF PROBLEM

School districts throughout the nation are seeking a workable answer to the problem of rising enrollments and expenses. School bond issues and tax proposals of all kinds are being defeated in Oregon as the "tax revolt" continues.

What alternatives are available to districts facing this situation?

This study will explore what one district, Gresham Grade School Dist. #4, Gresham, Oregon, did in an attempt to meet these complex problems.

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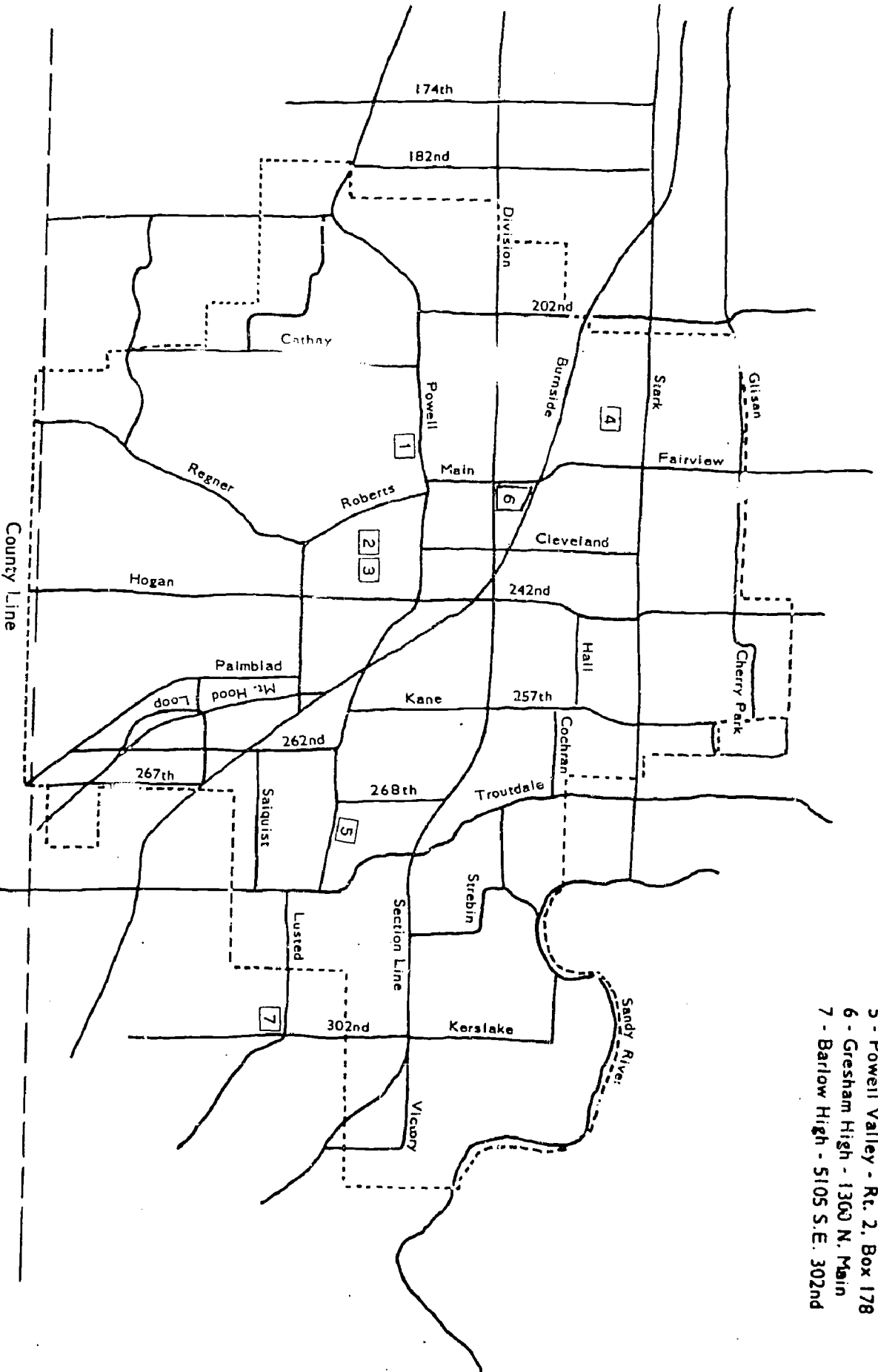
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SECTION 1

HISTORY -- ENVIRONMENT - PROGRAM

GRESHAM GRADE SCHOOL DISTRICT NO. 4

GRESHAM, OREGON



- 1 - West Gresham - 330 West Powell
- 2 - East Gresham - 900 S.E. Fifth
- 3 - Dexter McCarty - 1400 S.E. Fifth
- 4 - North Gresham - 1001 S.E. 217th
- 5 - Powell Valley - Rt. 2, Box 178
- 6 - Gresham High - 1360 N. Main
- 7 - Barlow High - 5105 S.E. 302nd

HISTORY AND ENVIRONMENT

The Gresham Grade School District surrounds the City of Gresham. The District consists of approximately 40 square miles and is bounded on the West by 190th - the East by Troutdale Road - the North by Glisan St., and to the South by the County line. (These are approximate.)

When the District built the West school in 1924, the area was sparsely populated, but in the past 47 years the District has had a most steady growth, which has involved changing the community from primarily a "farm-land" type community to quite unique suburban home developments and the addition of large shopping centers.

The District has experienced the addition of many large housing developments, which have also steadily increased the District's enrollment. Today the District has six elementary buildings. The District's current enrollment is about 3300 students. This will increase to an estimated 3700 students for the next school year, due to new home and apartment construction.

SCHOOL PROPERTY

Dexter McCarty School - 1400 SE Fifth, Gresham, Oregon

This building was completed in 1968 and houses the 7th and 8th grade students. The enrollment at the Dexter McCarty School is 800.

Powell Valley School - 27126 S.E. Powell Street, Gresham, Oregon

This school was completed in 1964, and enrolls students in grades 1 through 6. The enrollment at Powell Valley is 620.

North School - 1001 SE 217th, Gresham, Oregon

This school was completed in 1960, and enrolls students in grades 1 through 6. The enrollment at the North School is 560.

East School - 900 S.E. Fifth, Gresham, Oregon

This school was completed in 1950, and enrolls students in grades 1 through 6. The enrollment at the East School is 560.

West School - 330 W. Powell, Gresham, Oregon

This school was completed in 1924, and enrolls students in grades 1 through 6. The enrollment at the West School is 460. This is the District's oldest school.

Highland School - 295 N.E. 24th, Gresham, Oregon

This school was completed in March 1972 and will enroll students in grades 1 through 6.

GOVERNMENT

The District Business office is located in a section of the Dexter McCarty building. The School Board has established the second Thursday of each month, as the time of their regular monthly meeting. Interested parents and citizens of the District are always welcome to attend these School Board meetings. If special problems should arise, the District Superintendent is always willing to meet with parents and citizens of the District, to try and alleviate these problems.

ACADEMIC PROGRAM

The instructional programs of each of the District's schools are generally balanced with a desirable emphasis on the basic subject areas. The underlying philosophy of the District is child-centered and one that follows solid or fundamental educational principles. The integration of newer instructional techniques and subject matter content is accomplished only after thorough evaluation and testing. The concern for the welfare of children in their educational development is foremost in all areas of district planning.

Among the outstanding improvements in the total school program has been the development of the library-instructional media centers. Each of the schools now provides a valuable resource center in which children are encouraged to expand reading competencies and research or study skills. In recognizing the importance of the library-media center in the education of children, the Gresham Elementary School District has taken a giant step forward, in meeting the individual needs for learning of these young people. Each of the District's librarians is a Certified Instructor.

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STUDENT SERVICES

The District Board recognizes that a school today must provide for more than the academic or classroom needs of the students, and has established a number of student services. Transportation is, of course, furnished, and hot lunches are available in each building. Also provided is a special class for the educable mentally retarded, the provision for home and instruction for the crippled or long-term ill, speech correction classes, hard-of-hearing instruction, and help for students with emotional problems, which all provide a meaningful educational opportunity for students in the Gresham Grade District.

The beginning of a guidance and counseling program has been undertaken. In an age of social upheaval, emotional stress and family disorientation, this is probably one of the most needed child-service programs.

ACTIVITY RANGE

As an overall view of the District's educational program, the Board of Directors feels the general quality of the schools, the instructional program, and the staff members, provide one of the finest educational opportunities available. Although we know problems remain to be solved and new challenges will emerge in the years ahead, we feel that Gresham Grade students are being prepared for responsible adult living.

SECTION 2

GROWTH RECORDS and PROJECTIONS

GROWTH RECORDS and PROJECTIONS

Gresham Grade School District #4 had a history of slow and steady growth until about 1960-61. From that period, district growth has averaged about ten percent per year.

This has been complicated by a surge of new building activity within the district boundary and by the discontinuing of program at the St. Henry Catholic School in 1971.

It is of interest to note that district enrollment increased about 1000 from the period:

1950 - 1965 - 15 years

another 1000 students

1966 - 1971 - 5 years

another 1000 students

1971 - 1973 - 3 years

CANTON GRADE SCHOOL DISTRICT #4
ENROLLMENT HISTORY

YEAR	1	2	3	4	GRADE 5	6	7	8	SP. ED.	TOTAL	INCREASE Amount %	
1963-64	164	197	180		190	167	193	190	13	1500		
1964-65	187	209	228	204	181	224	201	204	11	1652	152	10.1
1965-66	234	219	226	239	201	221	230	218	11	1825	173	10.4
1966-67	243	237	247	245	241	220	230	262	11	1959	134	7.3
1967-68	286	274	262	269	276	268	250	245	12	2132	173	8.8
1968-69	311	292	298	280	270	294	288	270	9	2312	180	8.4
1969-70	310	331	305	325	312	295	302	302	14	2496	184	7.9
1970-71	343	352	371	346	363	357	345	337	14	2828	332	13.3
PROJECTED												
1971-72	420	420	413	431	409	429	424	396	20	3362	534	18.8
1972-73	462	462	462	456	474	449	471	466	22	3722	360	10.7
1973-74	508	508	508	508	499	521	493	518	24	4087	365	9.8
1974-75	558	558	558	558	558	548	573	562	26	4479	392	9.5
1975-76	640	640	640	640	640	640	630	660	30	5160	681	15.2
1976-77	730	730	730	730	730	730	730	720	34	5864	704	13.6
1977-78	840	840	840	840	840	840	840	840	38	6758	894	15.2
1978-79	960	960	960	960	960	960	960	960	44	7724	966	14.2
1979-80	1100	1100	1100	1100	1100	1100	1100	1100	50	8850	1126	14.5

(a) 1963-1971 figures based on second quarter reports.

(b) 1971-1972 figures include St. Henry students.

YEAR	
50-51	780 *1
51-52	830
52-53	860 *2
53-54	873
54-55	950
55-56	994
56-57	1040
57-58	1076
58-59	1096
59-60	1158 *3
60-61	1180
61-62	1413
62-63	1466
63-64	1523
64-65	1654
65-66	1843 10.1% *4
66-67	1954 10.4% *4
67-68	2149 7.3% *5
68-69	2148 8.8% *5
69-70	2530 8.4% *5
70-71	2850 7.9% *5

GRESHAM ELEMENTARY SCHOOL GROWTH RECORD
 Scale - approx. 1/8 inch represents 100 students
*School year building was occupied

- *1 East School
- *2 East School addition
- *3 North School
- *4 Powell Valley new school
- *5 Dexter McCarty
- *6 Highland School will be ready for use Fall 72'

71-72	3400 (St. Henry Included) 18.3%
72-73	3740 10.7% *6
73-74	4110 9.8%
74-75	4479 9.5%
75-76	5160 15.0%
76-77	5864 13.6%
77-78	6758 15.2%

Projected

SECTION 3

ORIGINAL DISTRICT STUDY ON EXTENDING THE SCHOOL YEAR

The Gresham Grade School Board noting the districts' growing enrollment and the states' growing tax revolt, asked that a study on re-scheduling the school year be made.

Mr. William Jackson, principal of East Gresham Grade School, made the following report in the Fall of 1969.

It was the conclusion of the board that no action be taken at that time, but that the question be kept open for future study.

BRIEF STUDY ON EXTENDING THE SCHOOL YEAR

Wm. J. Jackson
Principal
East Gresham Grade School

Some of the following research is more applicable to the secondary level. But because of the complexity of the different plans offered it is often difficult to separate programs into elementary or secondary per se.

"The nine-month school year is a relic of our past."¹
This point of view has been expressed with increasing frequency in recent years in popular and professional magazines by both lay citizens and educators.

Building a year-round educational program by providing educational activities for students is not a new idea. Year-round schooling has been a subject of considerable discussion ever since the schools of Bluffton, Indiana adopted the four-quarter plan of staggered attendance in 1904. Each of many new proposals, accompanied by much publicity, meets with much discussion of the pros and cons but in most cases fade into obscurity leaving the basic form of the American school year little changed.

Plans for an extended school year or for year-round utilization of the school have been considered for a variety of reasons.

The economy objective has probably been the most prominent reason for interest in year-round use of the school plant. Proponents argue that most communities could realize savings by fully utilizing existing school buildings instead of constructing new plants to accommodate rising school enrollments.

A second argument in support of a longer school year is the improvement of teacher status. Savings from lack of necessity to construct new buildings might be used

to increase teachers' economic status and would eliminate the need for some to seek temporary summer employment. In addition several of the extended school year plans would give teachers more time in which to work on curriculum revision and to aid individual students. This would elevate teachers' professional status and dissolve the criticism of teachers working nine months while everyone else has to work twelve months.

Thirdly there is a desire for improved and enriched education for all pupils. Those who favor extending the school year assert that the added time can help provide a better basic education and time for remediation and enrichment by providing more in-class time and more opportunities for short make-up sessions. Some proponents argue that a longer school year is necessary by mere reasons of increased knowledge and the broader demands of today's society.

A fourth reason is the need for pupil acceleration. This reason is intertwined with economic objectives but is also a reason by itself. A twelve month school year could speed the educational process, thereby enabling youths to start earning their own way much earlier in life. This together with the arguments that today's students are getting more education per school day, and that such non-school experiences as travel and exposure to mass media are advancing the educational level of pupils and that subjects are being

introduced to pupils earlier, makes pupil acceleration a favorable alternative.

A final reason for an extended school year is the need to keep youth busy and off the streets during the summer months and to help youth make productive use of otherwise wasted time. Summer attendance at school could substantially reduce juvenile delinquency, especially in the large cities.

Following is a summary of research that is intended to provide a broad look at the various designs for the extended or re-scheduled school year. This summary outlines the operation, the advantages, and the disadvantages of some of the plans that have been developed but does not delve deeply into them.

Brief overview of each plan

1. The Four-Quarter Plan

This plan means enrolling more pupils in existing classrooms, thus providing the financial motivation for the plan. It organizes the year into 4 twelve-week periods. (3 quarters school, 1 vacation) Theoretically, 1/3 more pupils could be housed in a given number of classrooms.

In 1904, Bluffton, Indiana, and in 1912, Newark, New Jersey, tried this plan largely for remedial, avoidance of boredom and dangers of idleness, and more effective use of time. Two facts stand out from study and experiences with this plan.

1. Communities that tried it have abandoned it.
2. Communities that investigated it have rejected it.

Advantages

1. Buildings and equipment would receive more use and would cause fewer classrooms to be needed at a given time.
2. Fewer textbooks and less equipment needed at any one time.
3. Students would have a better chance to make up work lost through absence.
4. Elementary pupils could be more easily retained or accelerated -- 1 quarter instead of 1 year.
5. Economy in the budget has been shown.
6. Short (quarter) courses and more electives could be offered.
7. Teachers could be employed professionally all year.
8. Some students could be available all year to work in seasonal industries.
9. Business and industry would not be limited only to planning summer vacation schedules for their employees.
10. Reduced numbers of teachers needed could improve supply of qualified ones available.
11. A child could enter school during quarter nearest his sixth birthday.

Disadvantages

1. Scheduling problems limits increased numbers of children who can be enrolled. Only very large schools could do it. Would require Elementary schools to have 4 sections of each grade, secondary schools -- 4 sections of subjects like trigonometry, physics, etc.
2. Pupils having once started a definite 9 month school term and vacation period would find it hard to change. Would require 6 months vacation or 9 months continuous attendance.

3. In small schools the same grade could not be kept intact, loss of continuity for teachers.
4. New courses established each quarter, 4 graduations, registrations, etc.
5. Limited enrollments in special subjects would greatly increase costs or eliminate their being offered.
6. Compulsory assignment of students to each quarter results in parental objections. (emotional)
7. Little to do for pupils on winter vacations.
8. Some pupils would always be on vacation, thus tempting others to be truant.
9. Athletics would be seriously affected -- athletes out of school during seasons of certain sports.
10. Music organizations, debating teams, dramatics, would have a difficult time functioning efficiently.
11. Married teachers with children would find it difficult to teach if their children had different vacations.
12. Maintenance and repairs to buildings would need to be shifted to nights or weekends -- overtime pay.
13. Increased costs would result in teaching services, clerical help, maintenance and operation (auxiliary services)
14. Much time wasted starting and stopping each quarter.
15. Pupil transportation costs would increase.
16. Only limited numbers of students available for seasonal work may prove a hardship in rural agricultural communities.

Conclusions (Four-Quarter)

1. Savings in school construction are balanced to a considerable degree by increases in teachers' salaries -- non-teaching staff, maintenance, transportation and air conditioning.
 2. Except in schools with very large enrollments, scheduling satisfactory programs of classes appears impossible without increasing costs.
 3. Accepted family routines and the activities of community organizations would adversely be affected by this major change in school organization.
 4. Many serious and difficult administrative problems relating to maintenance, non-teaching services, pupil transfers, sports programs, etc., would result.
 5. Business and industry would need to be made willing to adjust to this plan.
 6. After a period of trial, parents have always rejected this type of program.
11. The 9 or 9½ month school year followed by a 6-week voluntary summer program.

Objectives

1. Prevent loss of learning.
2. Counteract dangers of idleness and loafing.
3. Remedial and for make-up courses.
4. Acceleration -- especially for gifted.
5. Provide greater depth and breadth to regular subjects.
6. Recreation and special interests.
7. Correlate with community activities or projects.

This type of program is so well known that further discussion of the advantages and disadvantages has been omitted.

III. The 12-month school year

Teachers are employed on 12 rather than on a 9 or 10 months' basis. School year for pupils is 36-37 weeks. Summer school classes can be scheduled for pupils on an optional basis. A primary objective of this plan is to improve schools by improving the quality and professional training of teachers, provide a summer program for pupils, and to provide professional employment for teachers on a 12-month basis.

Advantages of the 12-month plan

1. Curriculum study, construction and revision, workshops and in-service education result in improved teaching and improved school programs.
2. Staff has time for continuous evaluation of school program.
3. Improved salaries for teachers -- 12 months, no non-professional employment during summer.
4. Teachers have time to improve their preparation for teaching by working on lesson plans -- outlines, examinations, etc. This relieves pressures during the year.
5. Teachers are continuous residents of community.
6. Summer program offers pupils opportunity for exploration of new areas of knowledge and to add breadth and depth to regularly studied subjects.
7. Staff is available for broad recreation program for students and adults during summer.

Disadvantages

1. No increase in length of school year for students.
2. Optional summer program may not reach pupils who need it most.
3. More expensive.
4. From an educational viewpoint, probably no serious disadvantages in 12-month plan.

- IV. The 210 (215) day school year ($10\frac{1}{2}$ months), would require an extension of the conventional 180 day school year to about the middle of July. It would be compulsory for all students. Vacation would be from mid-July to Sept. 1.

Approximately 18 holidays during year
27-32 days summer vacation
Total --- 45-50 days vacation and holidays each
year (9-10 weeks)

A 210-day year would give pupils:

Approximately 57% of days in school
43% of days free time out of school
(at present -- 47%-53%)

Advantages of plan.

It would eliminate loss of learning, dangers of idleness, loafing, etc. (Repeat many of the same advantages for "Year-round" school)

Additional advantages

- A. If 215 day--10 year plan were chosen, pupils could save two years of time in schooling.
1. A resultant saving would result in less buildings, books, equipment.
 2. Increases use of school facilities nearer to total capacity.
 3. Would allow gifted college-bound students to speed up their educational program -- graduate earlier from college.
- B. If 215 days and 12 years of school were elected, practically all educational advantages deemed necessary to meet the challenge of this age would be met -- longer time for more depth and quality -- new knowledge, etc. Would allow time for vocational-work type training to be given in cooperation with business and industry.

Disadvantages

1. If a 10-year plan were chosen:
 - a. Parents would need to be convinced of delaying school entry age (emotional not intellectual reason)

- b. Delinquency potential great. If pupils graduated two years earlier, non-college student-- serious problems in business, labor and industry would result, too young to work, so what to do?
- c. Traditional plan of school organization would be changed -- grade plan -- result in parental objections.
- d. Air conditioning -- increased maintenance costs, etc.
- e. Shorten education during a time when increased strength is vital to national survival.

V. Combination 'double session' and longer school year

225 days x 4 hours = 900 hours
 180 days x 6 hours = 1080 hours

Teacher's day = 8 hours -- 4 hours teaching, 4 hours conference or preparation, professional improvement, in-service, etc.

Advantages

- 1. Greater use of school facilities -- double.
- 2. Teachers would have more time for planning -- curriculum, in-service, education, etc.

Many of same advantages of other plans may be repeated.

Disadvantages

- 1. Less instructional time -- 4 subjects maximum -- 5 and 6 are common at present.
- 2. Home study substituted for school supervised study-- many homes do not have proper space; very few have adequate references -- great handicap to lower economic group.
- 3. Again goes in wrong direction -- less schooling instead of the strong need for increasing.
- 4. Libraries not available to students for research and study.
- 5. Activities and sports would have difficulty in scheduling a worthwhile program.

Conclusions

Comparing the present 180 day - 6 hour per day - 12 year plan to:

1. The 215 day - 6 hour day plan over a 10-year period results in a decrease of 60 instructional hours for students.
2. The 215 day plan over a 12-year period results in an increase of 2420 instructional hours for students.
3. The 225 day - 4 hour per day "double session" plan over a 10-year period results in a decrease of 1080 instructional hours for students.
4. The 225 day - 4 hour per day "double session" plan over 12 years results in the same number of instructional hours for students.

These by no means are a complete list of programs available but they provide a cross section on the subject.

At the present time I know of no district in Oregon on a twelve month, four quarter staggered plan. There are some districts on extended year and summer school schedules but they are in the minority.

Due to the pressure of the people for economy and the report of the Oregon Association of Manufacturers' task force on education we will probably begin to see the implementation of a variety of these plans in the future as a price for continued public support.

Footnotes and Bibliography

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2. Gloria Cammarota, John Stoops, and Frank Johnson, Extending the School Year, (Washington: Association for Supervision and Curriculum Development, 1961)
3. Sherrell E. Varner, ed. The Rescheduled School Year (Washington: Research Division - National Education Association, 1968)
4. U. S. News and World Report, July 14, 1969. Georgia School System.
5. Phi Delta Kappan, June 1969. New York School System.

SECTION 4

BOND ISSUE and DOUBLE SHIFT PROPOSAL DEFEAT

BOND ISSUE and DOUBLE SHIFT PROPOSAL DEFEAT

It was not long until the district would face a critical enrollment problem. This was brought about by two bond issue defeats in 1970. These defeats delayed starting construction on a much needed grade one-six facility.

The district proposed to meet the problem with a double-shift program for the 1971-72 school year.

This double-shift plan was quite strongly opposed by district parents, but before a board decision was final the closure of the St. Henry Catholic school brought about a solution.

The St. Henry students were to enroll in existing district schools. The St. Henry school building was made available by the church, for maintenance costs only, and became a third grade center for the district. Even so, two third grades had to be housed in the Luthern church in order to provide classrooms for all children.

Gresham Grade Schools

NOTICE TO PARENTS

February 10, 1971

MEETING TO DISCUSS DOUBLE-SHIFT PROGRAM

Proposed For the 1971-72 School Year

TUESDAY, FEBRUARY 16, 1971

7:30 p.m.

DEXTER MCCARTY SCHOOL

Large Group Instruction Room

1400 SE Fifth Street, Gresham

All interested persons are urged to attend.

Gresham Grade Schools

NOTICE TO PARENTS

February 15, 1971

MEETING TO DISCUSS DOUBLE-SHIFT PROGRAM

PROPOSED FOR THE 1971-72 SCHOOL YEAR

TUESDAY, FEBRUARY 16, 1971, DEXTER MCCARTY SCHOOL

1400 SE Fifth Street, Gresham

7:30 p.m.

A group of parents attending the February 11, School Board Meeting made a strong suggestion that rather than double-shifting the first and second grades next year, other grade levels be considered.

Your attendance at the Tuesday meeting is urged by the school board.

GRESHAM GRADE SCHOOL DISTRICT #4

PROPOSED DOUBLE SHIFT SCHEDULE

Grades One and Two

1971 - 1972

GROUP I - Approximately 100 students - Teacher 8:00 a.m. - 4:00 p.m.

8:15 - - - - - Arrive at school - go directly to class

9:45 - 10:00 - Supervised play

11:15 - 12:00 - Lunch - Dismissal

3 hours class instruction

3 3/4 hours at school

GROUP II - Approximately 100 students - Teacher 9:00 a.m. - 5:00 p.m.

12:00 - 12:30 - Lunch

2:00 - 2:15 - - Supervised play

3:30 - - - - - Dismissal

3 hours class instruction

3 1/2 hours at school

PROPOSED DOUBLE-SHIFT PROGRAM

Music and PE to be determined by building schedule. Perhaps plan for one period/week.

AM and PM supervised play - plan to be determined by building. Possible to use Group II teachers for AM period and Group I teachers for PM period.

Suggest that team teaching approach be used in any way possible.

Dismissal schedule:

Grade 1-2 (I) - - - - - 12:00

3-4 - - - - - 2:30

7-8 - - - - - 3:00

5-6 & 1-2 (II) - - - - - 3:30

Possible crackers and juice for each group.

Suggest AV cart for teacher materials in each room. Desks and all other extra equipment charge to bond fund and be marked for "new" school.

Suggest each attendance area be divided into AM and PM sections for ease in pre-registrations.

SECTION 5

CITIZENS' ADVISORY COMMITTEE FORMATION

CITIZENS' ADVISORY COMMITTEE FORMATION

The use of the St. Henry facility provided only a temporary solution and the critical problem of providing classroom space would again face the district for the 1972-73 school year.

The school board in March 1971, set in motion a plan to develop an advisory committee to further study and discuss the continuous school year plan.

The board felt that other alternatives to the enrollment problem were not satisfactory, but they wished to have citizen and community involvement in a decision of this magnitude.

The first organizational meeting was called for April 6, 1971, 7:30 p.m. at the McCarty School.

GORDON A. RUSSELL
Superintendent

John G. Schaffer
Asst. Superintendent -
Curriculum Director

Ann Root
Deputy Clerk

Business Office - 665-7138

BOARD MEMBERS

Melvin Surface, Chairman
William St. Hilaire, Asst. Chairman
Marvin Johnson
Richard C. Close
Dr. Malcolm MacGregor

GRESHAM GRADE SCHOOL DISTRICT NO. 4
1400 S. E. Fifth
Gresham, Oregon - 97030

DEXTER MCCARTY SCHOOL
1400 S. E. Fifth
J. Marr, Princ. 665-0148

EAST SCHOOL
900 S. E. Fifth
Wm. Jackson, Princ. 665-3935

NORTH SCHOOL
1001 S. E. 217th
E. Summerfield, Princ. 665-63

POWELL VALLEY SCHOOL
Rt. 2, Box 178
T. Gradis, Princ. 665-6367

WEST SCHOOL
330 W. Powell
C. Buckley, Princ. 665-3480

The Gresham Grade School District residents have been hearing much about the school district considering the undertaking of a Continuous School Year Plan.

The school board has asked that an advisory committee be selected to work with the school board in further study, planning, and discussion on this proposed Continuous School Year Plan.

We are asking you to serve on this committee, and hope you will be able to attend, as we will need and most certainly will appreciate your help.

The first organizational meeting of this committee has been scheduled for Tuesday, April 6, 1971, 7:30 P.M., in the Group Instruction Room at the McCarty Gresham Grade School.

We will be looking forward to seeing you at this meeting.

Sincerely,

Gordon Russell
Gordon Russell, Superintendent
Gresham Grade Schools
Gresham, Oregon

GR/ar

ADVISORY COMMITTEE TO WORK WITH

GRESHAM GRADE SCHOOL BOARD

Re: Continuous School Year Plan

PTC Presidents

McCarty - Carroll Hermanson - 1615 N.W. First, Gresham, Oregon
East - Charles Becker - 225 S.E. Evelyn, Gresham, Oregon
West - James Rooks - 105 N.W. Chastain Court, Gresham, Oregon
North - Mary Grey - 810 S.E. 221st, Gresham, Oregon
P.V. - Carol Winkler - Route 1, Box 168, Gresham, Oregon

Parents (2 from each school)

McCarty - Rev. Vern Kirstein - 1429 S.E. 209th, Gresham, Oregon
East - Larry Syron - 1630 S.E. 11th, Gresham, Oregon
Orren Abraham - 433 N.E. 9th, Gresham, Oregon
West - Mr. Jack Holmes - 355 N.W. Angeline, Gresham, Oregon
Mr. Dick Dowsett - 1045 N.W. 3rd, Gresham, Oregon
North - Mr. Byron R. Thomas - 810 S.E. 212th, Gresham
P.V. - Roy Asbahr - Route 4, Box 2104, Gresham
Mrs. Bonnie Orcutt - Route 4, Box 2064, Gresham

Community Representatives

Gordon E. Stone - 1490 S.E. Thom Ave., Gresham

Elmer Sturm - Rt. 2, Box 985, Troutdale

Ross Fanning - 605 N.W. Overlook, Gresham

Mrs. Desmond Connall - Rt. 3, Box 247, Gresham

William Hessel, Jr. - 810 N. Main Ave., Gresham

Roger Shields - 1580 N.W. 6th Ct., Gresham

Bob McWilliams - 64 N.W. Sleret, Gresham

Bert Huff - 1053 S.E. 213th, Gresham

Ronald Trenholm - Route 3, Box 722T, Gresham

Larry Oslund - Mt. Hood Community College - 26000 S.E. Stark, Gresham

Jack Allen - Multnomah County I.E.D. - Box 16657, Portland

Ray Dorsing - 1555 N.W. 6th Ct., Gresham

F.H. (Skip) Squires - Rt. 4, Box 508, Gresham

SCHOOL BOARD

Dick Close - 555 N.W. Riverview Place, Gresham

TEACHER REPRESENTATIVES

Mike Spike-----East School

Rita Havely-----East School

Marilyn McVey-----West School

Darrell Shepherd-----West School

Mabelle Ludtke-----North School

Ron Clawson-----North School

Jim Lindsay-----Powell Valley

Corda Dunstan-----Powell Valley

Jim Gooding-----Dexter McCarty

Keith Kearsley-----Dexter McCarty

4/29/71

SECTION 6

ADVISORY COMMITTEE ACTIVITIES

ADVISORY COMMITTEE ACTIVITIES

The advisory committee to work with the Gresham Grade School Board was composed of two parents from each school, two teachers from each school, parent-teacher club president from each school, and twelve community representatives from business, farming, and other educational districts.

The committee selected co-chairmen and two members at large to plan agenda for meetings to be held each two weeks. The co-chairman and committee met on alternate weeks during the months of April, May and June.

Minutes and agendas of some of these meetings are included in this section. Also included are some background materials given to the committee.

The Outline For Action that follows could be used by any group wishing to explore year-round programs.

CONTINUOUS SCHOOL YEAR

ADVISORY COMMITTEE

OUTLINE FOR ACTION

April 9, 1971

I Basic Information

- A. Present situation
 - 1. Number of students
 - 2. Facilities
 - 3. Workload
 - 4. Cost/student
 - 5. Safety
 - 6. Legal responsibilities
 - 7. Quality of education
- B. Projections
 - 1. Growth trends
 - 2. Facilities
 - 3. Workload
 - 4. Cost/student
 - 5. Safety
 - 6. Effect of legal responsibilities

II Course of Action

- A. Alternatives
 - 1. Year-Round school
 - 2. Immediate bond issue (continue 9 month system)
 - 3. Double shift
 - 4. Purchase portable classrooms
 - 5. Rent other temporary facilities
 - 6. Increase students/class

III Desirability of Alternatives

- A. Year-Round school
 - 1. Advantages
 - 2. Disadvantages
- B. Immediate bond issue
 - 1. Advantages
 - 2. Disadvantages
- C. Double shift
 - 1. Advantages
 - 2. Disadvantages

- D. Purchase portable classrooms
 - 1. Advantages
 - 2. Disadvantages
- E. Rent other temporary facilities
 - 1. Advantages
 - 2. Disadvantages
- F. Increase students/class
 - 1. Advantages
 - 2. Disadvantages

IV Year-Round School

- A. Quarter systems
 - 1. Explanation
 - a. Advantages
 - b. Disadvantages
- B. 45-15
 - 1. Explanation
 - a. Advantages
 - b. Disadvantages
- C. Quarter System vs 45-15
 - 1. Discussion or comparisons
 - a. Evaluation
 - b. Conclusions
- D. 45-15 vs 9 month system
 - 1. Discussion or comparisons
 - a. Evaluation
 - b. Conclusions

V Recommendations

VI Summary

- A. Restate urgent need for immediate action

MEETING OF ADVISORY COMMITTEE TO WORK WITH GRESHAM GRADE SCHOOL BOARD

Re: Continuous School Year Plan

April 6, 1971

Superintendent, Gordon Russell explained the reason for calling the meeting and pointed out the literature given to each person in attendance as partly covering some of the questions and answers regarding the problem of class room space the Gresham school system is confronted with.

GORDON RUSSELL - We will be opening Highland school next fall but with the opening of this all schools will be full. This year we will be able to get by by using St. Henry School and the Lutheran Church facilities, and we do have permission for this. The following year is the year of decision, for it will be necessary to double-shift, purchase portable school rooms or enlarge classrooms to such a capacity their efficiency is lost. Or -- we can go to a year-round school system. We have asked you people to come here to help advise us what to do.

Introductions were made and Mr. Russell continued...

Where do we go from here? In letters I have received from parents, and I have received quite a few of them, all have been in favor of some type of year-round school.

Today I was in Salem at a hearing before the Senate Education Committee on legalization of year-round school. Betty Roberts spoke for it and I spoke for it. There was one lady who spoke against it.

COMMENT - Mollala already has a year-round school with three quarters in a row and three months vacation in a row rotated some way.

G. RUSSELL - We propose the 45-15 plan (showing map of plan on projection screen) which is a system of 45 days of school and 15 days vacation rotated, etc. etc.

QUESTION - How about our schools right now, we are concerned now with heating our buildings in the winter -- what about air conditioning in the classrooms if used in the summer.

ANSWER - I am sure that they would be required.

G. RUSSELL - Would you like to hear about this 45-15 plan? (He explained in detail, using the chart)

QUESTION - What about Thanksgiving? How many days do they take for that?

ANSWER - They take only one day, Thursday, then return to school on Friday.

QUESTION - Is this the only system in operation that is just like this one?

ANSWER - There are quite a few year-round plans but Valley View is the only place we know of using the 45-15 plan.

COMMENT - There is a 60-20 plan somewhere.

GORDON RUSSELL - Valley View school is a suburb of Chicago and a school system very similar to ours. The high school is not on the year-round program.

QUESTION - What is the average class enrollment there?

ANSWER - They started out with 27 children in the rooms but by spring vacation there were more.

QUESTION - Won't there be about five weeks during the summer months when the children will be off anyway?

ANSWER - Yes, it isn't going to cheat people out of vacations.

QUESTION - It wouldn't be the same time (same five weeks) every summer would it?

ANSWER - You are right. It would fall at different times for each family each year.

QUESTION - How long is that biggest black area?(referring to the filled in space on chart where school is closed for all students and teachers).

ANSWER - It goes about twelve days.

QUESTION - Would the children always be in the same class?

ANSWER - No. Everyone would progress about five days each year.

QUESTION - With the breaks throughout the year, why do we need the week of spring vacation? It would seem that the time could be put into the desired summer time rather than spring vacation.

COMMENT (from a teacher) - We need the break!

ANSWER - Well, it might be a good idea. I am not sure.

COMMENT - It might be pointed out that all the schools, colleges and universities in the state coordinated the same dates for spring vacation this year. This gives a family one more week together at the same time.

QUESTION - How would this plan affect building maintenance?

ANSWER - The black areas (all school vacation) would be the only times when major repair work could be done.

QUESTION - Just what is the primary purpose of a spring vacation?

ANSWER - It is just a break half-way between Christmas and summer.

COMMENT (from a teacher) - If you think about all of the one, two or three day vacations you will notice that from Christmas until the close of school there are none. We need that break in the middle of that long period, both the kids and the teachers.

QUESTION - I am concerned about the education retention of the students. What information do you have that this year-round school is not going to interfere with their learning processes?

ANSWER - Very little but there is much being done in research at the present time.

QUESTION - Is this going to interfere with the actual learning processes going on in the class room? We have so many breaks that I, as a parent, wonder whether or not we may find that with every vacation week we have a great loss of retention, but then of course the break is needed during spring.

QUESTION - What have you done and what has the Board done to investigate other programs on year-round systems? Say the quarter system, where every three months some are on vacation and some in school?

ANSWER - The question is, who would you get to take vacations from January thru March. Also, in the 45-15 plan the kids are not out of school for three months at a time and will not have so much recall problem. Does not take very long for recall from short vacations.

JOHN SCHAEFFER - Would you like to continue this Advisory Committee (and we would hope so) and as a committee look into different systems, investigate them and report? But first, wouldn't you like to elect a chairman.

NO RESPONSE.

GORDON RUSSELL - The 45-15 plan was given a government grant and a two year study was made on this plan before they put it into operation.

QUESTION - Why does it appear more attractive to you as a superintendent of schools?

ANSWER - It would give more families more different times of the year in which to have a vacation together.

COMMENT - Parents should be made aware that a study has been made on several types of programs. What we are doing here tonight is great but it should be a slow approach with plenty of publicity to parents so as not to lose them and gain only criticism and antagonism.

QUESTION - Why not start each new class always on Mondays, I notice they start at all times during a week?

COMMENT - It might be pointed out that Mondays are now being utilized to replace or use as a legal holiday falling at another time in the week and by putting it on Monday giving three day weekends.

COMMENT - Is it possible that we need not be so strict as to the exact 45 days?

ANSWER - Yes, it is possible to vary it, I suppose.

QUESTION (a teacher) - If I were assigned to the green group and got to the end of my time, then would I have to give my room over to Mrs. "Blue?" Where would I be then? What would I do with my equipment?

ANSWER - Teachers would not have rooms of their own. Of course some sort of storage would need to be provided for each.

QUESTION - How does ability grouping work in this?

GORDON RUSSELL - They do not use ability grouping back there.

JOHN SCHAFFER - Generally speaking we are moving from the ability grouping in large groups more to individual ability grouping (individualized instruction).

QUESTION - How is this going to affect the individual.

ANSWER - It should have no adverse effect but rather beneficial.

QUESTION - Just what is our purpose here tonight?

ANSWER - to get you people informed. We have to begin somewhere to get information out, and before we can really prepare material for you we have to have some questions from you and others as to what you need to know and want to know about the problem and various solutions.

QUESTION - What are the alternatives to year-round school?

ANSWER - Double shift, portable school rooms, more land issues to pass for more buildings, over-crowded classrooms lowering efficiency, etc., etc.

QUESTION - There are no statistics on the problem of recall, from the several vacation breaks, are there?

COMMENT - There may not be statistics on this particular case because it has not been in effect long enough but you should remember that research on education problems has been going on since the beginning of the first schools and it will continue.

QUESTION - Say you are in the green group and you see you need to start your youngster over again for the same group of study (as you stated one might do should they so wish) so you start him in the blue group, wouldn't you have a transportation problem?

ANSWER - Yes, you would have to provide his transportation until he caught up again to his green group.

QUESTION - Would the periods of two or three day recall on the several vacation periods be a sum of the recall period from the three month vacation? This should be considered.

COMMENT - There is no information on this.

QUESTION - Why are we here tonight? How do the teachers feel about this?

ANSWER - A cross section of all areas of the city were asked to come here tonight. Two teachers from each school as well as principals are here. Club presidents, people from business and industry, etc. were asked, that we might find out some of the questions people have and to discuss these and others and form a continuing committee to carry on a survey.

QUESTION - What about the proposed district reorganization unified bill?

ANSWER - It has been tabled for the time being. As of now there is nothing saying this will happen.

QUESTION - Would that not upset the whole applecart?

A - ?

QUESTION - If you have a group that starts in July (an eighth grader) would they be through in time to start high school in September?

ANSWER - Yes. The latest period for any group you will note ends ~~late~~ in August.

COMMENT - I haven't been aware of the fact until now that we have such a crisis. I wonder if (had this kind of publicity been presented to them ~~earlier~~) they would not have been more receptive to passing the bond issue than ~~changing~~ the school system. Do you think it might be advisable to propose ~~another~~ bond issue now?

ANSWER - If the community would want to pass a bond issue, we certainly would be happy to build schools.

QUESTION - This plan we are discussing -- is it really only a stop gap?

ANSWER - Right. We are still going to have to have some more school buildings.

QUESTION - How will the year-round plan give more room?

ANSWER - It would give one third more room.

QUESTION - This is not then going to eliminate the need for building more schools?

ANSWER - Not permanently. It makes a 600 capacity building take care of 800 and at the present time we could get by, but by 1974-75 we will need more buildings anyway.

QUESTION - Why then are we here tonight? If the year-round school does not solve the problem why are we talking about it?

COMMENT - I think we should consider the fact that we really do have a serious problem to face and one that does not have an easy answer. I believe we should very highly commend these people, these men who are trying to do ~~something~~ right now toward solving the problem. I think they should be commended for their efforts and certainly not criticized for their ideas and suggestions. No one has the answer yet.

COMMENT - Isn't the real issue here not simply gaining time on the need of more school buildings, but more a study for a plan for providing a better overall school program?

ANSWER - Yes.

COMMENT - I would be interested in what some of the teachers reactions would be.

QUESTION (a teacher) - Would the teacher have a choice of teaching twelve months if they wanted to, or less?

QUESTION - How does this 45-15 plan affect the child's progress from each grade? When would they do it?

GORDON RUSSELL - It would not change.

COMMENT (a teacher, Mrs. Hermanson) - I am not in favor of it myself. I need the summer to do my preparation for the fall and to study or take courses furthering my education. I might say, however, that it could be possible. For instance I have a friend who teaches where they have year-round school and the teachers are allowed every three years to take a complete year off with part pay, in order to study.

COMMENT (teacher - Darrell Shepherd) - I would like to do some research on this. It seems to me that before we can go into such a system we need to study it.

CLAUDE BUCKLEY - We need to have a comparison of costs on both systems. I don't know if we can say that the year-round system is cheaper.

COMMENT - I think we should consider the educational value and then the cost.

QUESTION - Did you get any data as to the financial problems of this system?

(Gordon Russel then talked about the problems Valley View was faced with, including the fact that they had reached their state limit for passing bonds.)

QUESTION - Have we reached state bond passing limits?

ANSWER - No.

QUESTION - I have heard rumors that we may not get St. Henry and the Lutheran Church facilities next year. Is this correct?

ANSWER - We definitely have commitments for the use of these facilities.
(This from Gordon Russell)

QUESTION - Have there been any results in the Valley View school as far as value of growth of the youngsters.

GORDON RUSSELL - They have of course not been in operation long enough to have too many statistics but they felt that youngsters did gain from this system.

QUESTION - What happened to class sizes? What would happen to our class sizes? What would the average class size be?

ANSWER - In the primary grades about 25 to a class.

JAMES MARR - I don't know how many of you here, and others, are aware that we are close upon a problem right here at Dexter. This building, designed for a capacity of 700 students, will have 800 students next year and by the next year 880. Next year three of our teachers will have no home room but will be using the cafeteria, the group instruction room and any other special rooms at times when they can be made available.

QUESTION - Is this building planned for expansion?

ANSWER - I believe it is possible, if that is what people want and is the only answer.

QUESTION - I am wondering how the rotating plan handles the extra curricular activities such as drama, sports, etc.?

ANSWER - With sports and drama good, with band not so good (he explained more).

JOHN SCHAFFER - If we are to continue this committee, and hopefully we will, we will need a chairman or perhaps co-chairmen.

(Volunteers were: Mr. F. H. Skip Squires and Mr. Carroll Hermanson).

COMMENT - One thing I think we shouldn't forget is that it takes three years from the time we start talking about it to pass a bond issue. Let's not hide the facts we are all faced with. We had better start talking about new buildings now. Parents should be made aware that this year-round program will not solve the problem for long. I would like to see a master program (projected figures) and an all out publicity program to inform the parents and tax payers. We have to be realistic and tell them the whole story right now. I think it is very important to let the public know.

QUESTION - Are you going to refer to the Becky Davis school? I read it and thought it better than the Valley View program.

COMMENT - If you are thinking of doing this within the next year remember that people must have information. How long would it take to compile information for the committee?

JOHN SCHAFFER - Two weeks. We could have the next meeting in two weeks.

QUESTION - If we are going to need two more grade schools and two more middle schools, wouldn't it cost less to pass bond issues right now for all, rather than separate votes?

COMMENT - I would like to see something done now to get information to the people. Can we have some sort of way of getting informations to the parents to sell this idea?

COMMENT - I would be interested in knowing what questions were sent out to the parents at Valley View and how they sold the plan to them.

COMMENT - Evergreen School has a plan, what is it?

GORDON RUSSELL - Evergreen School called us to ask us about the year-round plan. We also had an inquiry from a town in Main.

QUESTION - Could we set the date for the next meeting of this committee now?

(Dates were discussed. No night perfect for everyone. Possibility of having more than one meeting night discussed since there will be co-chairmen. No definite decision.)

Date for next meeting was set for April 20 at 7:30 p.m.

Co-chairmen will meet April 13 to plan agenda for next regular meeting.

GRESHAM GRADE SCHOOL DISTRICT #4

April 1971

PROJECTED CLASSROOM REQUIREMENTS - DOUBLE-SHIFT PROGRAM

SCHOOL YEAR	GRADES 1-6		GRADES 7-8		NEW BUILDINGS REQUIRED
	Projected Enrollment	Capacity	Projected Enrollment	Capacity	
1972-73	2785	5500	937	1600	*Highland School (1-6)
1973-74	3076	5500	1011	1600	
1974-75	3365	5500	1115	1600	
1975-76	3870	5500	1290	1600	
1976-77	4414	5500	1450	1600	
1977-78	5078	5500	1680	1600	

Elementary Building - Grades 1-6 - capacity 1100

Middle Building - - - Grades 7-8 - capacity 1600

Based on 25 students/classroom

GRESHAM GRADE SCHOOL DISTRICT #4

April 1971

PROJECTED CLASSROOM REQUIREMENTS - BOND ISSUE CONSTRUCTION

SCHOOL YEAR	GRADES 1-6		GRADES 7-8		NEW BUILDINGS REQUIRED
	Projected Enrollment	Capacity	Projected Enrollment	Capacity	
1972-73	2785	2750	937	800	*Highland Scho (1-6) -Part Gr. 7 to East School -Possible use o St. Henry -Possible sched change
1973-74	3076	3300	1011	800	*Building #6 (1-6) -East becomes 6 grade center (300-7th, 200-6 -McCarty 511-8t 200-7th -Possible porta
1974-75	3365	3300	1115	1600	*Bldg. #2 (7-8 -East return to (1-6)
1975-76	3870	3850	1290	1600	*Bldg. #7 (1-6
1976-77	4414	4400	1450	1600	*Bldg. #8 (1-6
1977-78	5078	4950	1680	1600	*Bldg. #9 (1-6

Elementary Building - Grades 1-6 - capacity 550

Middle Building - - - Grades 7-8 - capacity 800

Based on 25 students/classroom

GRESHAM GRADE SCHOOL DISTRICT #4

April 1971

PROJECTED CLASSROOM REQUIREMENTS - YEAR ROUND SCHOOL PLAN

SCHOOL YEAR	GRADES 1-6		GRADES 7-8		NEW BUILDINGS REQUIRED
	Projected Enrollment	Capacity	Projected Enrollment	Capacity	
1972-73	2785	3500	937	1000	*Highland Scho (1-6)
1973-74	3076	3500	1011	1000	
1974-75	3365	3500	1115	1000	Possible re- schedule gr.7
1975-76	3870	4236	1290	2000	*Bldg. #2 (7-8) *Bldg. #6 (1-6)
1976-77	4414	4236	1450	2000	-Use part midd bldg. for 1-6
1977-78	5078	4972	1680	2000	*Bldg. #7 (1-6)

Elementary Building - Grades 1-6 - capacity 36

Middle Building - Grades 7-8 - capacity 1000

Based on 25 students/classroom

GRETHAR GRADE SCHOOL DISTRICT #4
ENROLLMENT HISTORY

YEAR	1	2	3	4	GRADE 5	6	7	8	SP. ED.	TOTAL	INCREASE Amount %	
1963-64	188	197	180	175	197	167	193	190	13	1500		
1964-65	192	209	228	202	181	224	201	204	11	1652	152	10.1
1965-66	234	245	226	239	201	221	230	218	11	1825	173	10.4
1966-67	243	257	247	248	241	220	230	262	11	1959	134	7.3
1967-68	286	284	262	249	276	268	250	245	12	2132	173	8.8
1968-69	311	292	298	280	270	294	288	270	9	2312	180	8.4
1969-70	310	331	305	325	312	295	302	302	14	2496	184	7.9
1970-71	363	352	371	346	363	357	325	337	14	2828	332	13.3
PROJECTED												
1971-72	420	420	413	431	409	429	424	396	20	3362	534	18.8
1972-73	462	462	462	454	474	449	471	466	22	3722	360	10.7
1973-74	508	508	508	508	499	521	493	518	24	4087	365	9.8
1974-75	558	558	558	558	558	548	573	542	26	4479	392	9.5
1975-76	640	640	640	640	640	640	630	660	30	5160	681	15.2
1976-77	730	730	730	730	730	730	730	720	34	5864	704	13.6
1977-78	840	840	840	840	840	840	840	840	38	6758	894	15.2
1978-79	960	960	960	960	960	960	960	960	44	7724	966	14.2
1979-80	1100	1100	1100	1100	1100	1100	1100	1100	50	8850	1126	14.5

(a) 1963-1971 figures based on second quarter reports.

(b) 1971-1972 figures include St. Henry students.

Operation Of Year-Round School Program

THE OREGONIAN, THURSDAY, OCTOBER 8, 1936

51

95

Studied By Oregon, Washington Educators

By JOHN GOERNSEY

Equation (1) can be written as follows:

Practices not mounting in Oregon and Washington for year-round public schools, and it is a real possibility that both states will have some schools operating on a full year experimental basis by the fall of 1971.

In Oregon the need for 11-month school programs is being stressed by some members of the Portland School Board.

In Washington the state superintendent of schools, Louis Bruno, will ask the 1971 Legislature to approve full year schools.

Brune hopes to have 14 pilot projects functioning in school districts throughout the state during the 1971-72 school year.

Faul Howe, chairman of the Portland school board, would like to have at least one of the city's high schools try the year-round method next year.

"After the first year we could assess the effectiveness of the program, iron out some of the kinks, and then move into it on a larger scale," Howe explains.

	PROPERTY SCHOOL YEAR	TRIMESTER PLAN A B C	QUARTERMASTER PLAN A B C D	12-4 PLAN A B C D
NEW YEAR	JANUARY			
	FEBRUARY			
Spring	MARCH			
Weekend	APRIL			
	MAY			
MEMORIAL DAY	JUNE			
4TH JULY				
	AUGUST			
LABOR DAY	SEPTEMBER			
	OCTOBER			
	NOVEMBER			
VETERANS DAY	DECEMBER			
THANKSGIVING				
	CHRISTMAS			

P.H.A.

THE FOUR portions of the above chart show time usage as the Portland school system now functions (far left), how it would work with a trimester full-year plan (second from left), how it would work with a quadrimester full school year plan (third from left), and how it would work with the favored plan where students would attend classes twelve weeks and then be on vacation four, with the cycle repeated three times each school year (far right). Each horizontal line represents a week in the year. The blackened areas indicate vacation time. The white areas represent class time.

Research Extensive

Howe has done extensive research and interviewing about the prospects of schools being in operation a full year.

He does not believe either a trimester or quadrimester system would work, "because either would create far too many problems for teachers, students and parents."

The trimester proposal would divide the 12-month school year into three equal parts, and would have a third of the students on vacation during each four-month period.

Some students would have their vacations in the summer. Others would attend classes during the summer, but would be out of school during fall and part of winter. Others would be on vacation between January and April.

The quadrimester approach would divide a 12-month school year into four equal parts, with one fourth of the students on vacation during each three-month period.

Instead of trying either the trimester or quadrimester approach, Howe advocates that the school system try what he calls the "12-4" approach.

Under this plan, student bodies would be divided into four parts. One fourth of the students would be on vacation at all times during the year.

Advantages Noted

Howe sees the following advantages to be had from moving to a "12-4" full year school program:

1 — Fewer classrooms would be required, and the new building and updating needs of the school district could be reduced between \$15 million and \$18 million.

2 — Class sizes could be reduced, because only three-fourths of the students would be in schools at any one time.

3 — The school district would get much better use out of its \$110 million investment in school buildings.

4 — The number of teachers required by the district could be reduced as much as 25 per cent.

5 — Students would have a better chance to find part time or full time vacation work, because they would not all flood onto the labor market during summer months.

6 — Howe said some school psychologists believe many students don't operate at top efficiency because going to school for nine months is too long without a break. The psy-

chologists also believe students forget too much when being out of school for a full three months during the summer, Howe said.

He believes the 12 weeks on and four weeks off approach would be more beneficial to student progress.

7 — Many teachers would jump at the chance to work 11 months, at salary hikes of about 20 per cent. Howe added that the "12-4" approach also would provide more flexibility in the teacher work year, permitting some to work 11 months, some nine, and some six.

8 — It would permit business and industry to stretch their own vacation schedules, which are now squeezed into June, July and August to conform to the school vacation period.

9 — Howe believes it would also reduce crime and delinquency increases in the summer months, because three-fourths of the students would be in school and occupied all summer.

Although Howe believes the "12-4" approach "is the only way to fix," he is aware of some of the following objections to it:

1 — Although all students would be off at least one month during the summer, the summer and vacation plans of some families would be more limited than they are now.

2 — The uncertainties of Oregon weather make winter and spring vacations less desirable for outdoor activities.

3 — Some teachers want the summers to "recharge their batteries." The longer summer vacation periods offer the opportunity for travel, and studying for advanced degrees.

4 — Some married women teachers prefer the existing summer vacation period so they can more readily fit into plans of their husbands and families.

But Howe believes most of the teacher reservations could be accommodated by the "12-4" approach.

5 — Summer use of the schools would require air conditioning, particularly in the two-story buildings.

6 — More school maintenance work would have to be accomplished during the after school and weekend hours.

Plans Differ

Although the quadrimester and "12-4" approaches both divide the year into four parts, and both have one fourth of the students on vacation at all times, the plans differ in this key respect:

The quadrimester approach provides for each student attending classes for 36 weeks, and then being out of school for 12 weeks.

The "12-4" approach calls for each student to go to classes for 12 weeks, and then be out of school four weeks. The cycle is repeated three times each year.

The Howe approach would give all students at least four continuous weeks off during the summer months.

In addition, all classes would be out a week for spring vacation, a week at the end of summer and over Labor Day, the last week of December and the first week of January.

Howe said he has talked with numerous parents, teachers and students, "and in general they like the pattern."

He said it has been determined that school curriculum could easily be tailored to fit the "12-4" approach, and class scheduling could be accomplished by computer.

"In cases where parents have more than one child in school, the children would be kept in the same grouping, so all children in any one family would be in school and on vacation at the same time.

Allowances also would be made so students on athletic teams could participate in sports of their choice, whether in school or out of school during the season of the sport.

THE VALLEY VIEW 45-15
CONTINUOUS SCHOOL YEAR PLAN

Valley View District #96
Research & Development Office
Dalhart Avenue
Lockport, Illinois 60441

The Valley View 45-15 Continuous School Year Plan is a method of assigning pupils, building facilities, and staff members. By more efficient use of the physical plant, by a more extensive use of the personnel, and by a more equal distribution of pupil class attendance throughout the year, the school district anticipates a savings in building construction costs, a longer working year for some certified and non-certified employees (with corresponding increases in income), and quality education for the student body.

The Plan is educationally sound, financially desirable, and legally possible. This Plan was developed in District #96 and should not be confused with other scheduling systems.

1. Saturdays and Sundays, all Illinois legal holidays, a week at Christmas, a week at Easter, and a period of five to nine class days in July (as an adjusting period) are designated as school closing times. A five year calendar has been prepared to insure that the pupil schedules are in logical segments. When classes are not in session, however, the buildings could be open for maintenance, athletic events, community activities and library service. All provisions of the Illinois "Monday Holiday Bill" are observed.

2. All District #96 pupils are placed in one of four groups (A, B, C, or D), according to the small neighborhood in which they live. Unless the parents request differently, all children in the same family are placed on the same attendance schedule, even though the children may be at different grade levels or at different buildings. The four groups always stay in the same order of rotation.

Enrollment has increased at an exceptionally rapid rate and will continue to do so. Electronic data-processing facilities are necessary to the scheduling process.

3. On June 24, 1970 the teachers and staff members for Group A began a four day Teacher Institute. On June 30, 1970, the pupils in Group A began classes. These pupils will attend for 45 class days then have a 15 class day vacation; four such cycles will give the pupil 180 class days per school year and calendar year.

4. Group B staff members had a four day institute immediately prior to the beginning of classes for Group B. Group B pupils began classes on July 21, 1970, which was 15 class days after Group A began.

5. Group C staff members had a four day institute after which Group C pupils began classes on August 11, 1970. At this time, three of the four groups of pupils were in school and one group was on vacation.

6. With the ending of the 45 class day session for Group A on August 31, the pupils in this group have completed one fourth of a school year, and these pupils begin a 15 class day vacation. The next day, September 1, 1970, Group B pupils occupy the space occupied by the Group A pupils. In this way, each group will attend 45 class days and then have a 15 class day vacation (in addition to the school closings when all pupils are out of school at the same time). At any one time only three of the four groups will be attending class. Or stated differently, because of the staggered starting dates, one of the groups will be on vacation while three of the groups will be in school.

7. The families in the community were scheduled first. Then teachers and classrooms were scheduled to match the pupils for grade level and department (in the junior high).

8. Bus service, building administrators, library and resource center staff members, cafeteria workers, and custodial employees were scheduled as required.

Provision was made for special education pupils, pupils who transfer into District #96, and pupils who may be retained or advanced. Kindergarten classes are provided on a two shift per day schedule.

Provisions have been made for emergency school closing days and teacher institute days.

9. This scheduling system was designed to provide District #96 pupils with quality education, full school days (except for kindergarten pupils), and 180 class days per year. The 45-15 schedule is not a device for increasing class days of instruction.

10. So far the use of this plan has resulted in saving the construction costs of sixty fully-equipped classrooms for District #96. New buildings and additions will also be scheduled under the 45-15 Plan.

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BY James R. Gove, Asst.
Supt., Valley View #96

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GRESHAM GRADE SCHOOL
CONTINUOUS SCHOOL YEAR STUDY
ADVISORY COMMITTEE

MEETING NOTICE

TUESDAY, APRIL 20, 1971

7:30 p.m.

DEXTER McCARTY SCHOOL

AGENDA

- Review of April 6 meeting notes.
- Re-statement of Committee Objectives.
- Projected Classroom Requirements.
- Review of Trimester, Quadrimester and
12-4 plans
- Evaluation Summary - Becky-David School.

Please read enclosed materials carefully and bring
them along with any questions to our Tuesday meeting.

YEAR	
50-51	780 *1
51-52	830
52-53	860 *2
53-54	873
54-55	950
55-56	994
56-57	1040
57-58	1076
58-59	1096
59-60	1158 *3
60-61	1180
61-62	1413
62-63	1466
63-64	1523
64-65	1654
65-66	1843 10.4% *4
66-67	1954 7.3%
67-68	2149 8.8%
68-69	2348 8.4% *5
69-70	2530 7.9%
70-71	2850 13.3%

GRESHAM ELEMENTARY SCHOOL GROWTH RECORD

Scale - approx. 1/8 inch represents 100 students

*School year building was occupied

- *1 East School
- *2 East School addition
- *3 North School
- *4 Powell Valley new school
- *5 Dexter McCarty
- *6 Highland School will be ready for use Fall 72'

Projected

71-72	3400 (S. Henry Included) 18.3%
72-73	3740 10.7% *6
73-74	4110 9.8%
74-75	4479 9.5%
75-76	5160 15.0%
76-77	5864 13.6%
77-78	6758 15.2%

WHY NO TWO-STORY SCHOOLS

J. W. Broome Feb. 1971

Generally low land costs of about eleven cents per square foot (\$5,000 per acre) as compared to building costs of about \$18,00 per square foot tend to favor single-story construction. On high price city land of say \$5.00 or more per square foot (\$218,000 per acre) two-story construction may make sense, but there are other reasons for single-story construction.

Life safety is favored by single-story schools where, as in Gresham, every classroom has a direct exit doorway to the outside. These safe and economical exits provide certain economics of construction allowed by the Building Codes and State Fire Marshal. For example, fire sprinklers are not required at a savings of 50¢ per square foot (approximately \$30,000 in the case of Highland School).

Wall and roof construction need not be as heavily fire protected as would be the case if the children had to exit the building by means of corridors and stairways.

Building Codes require that every corridor provide exit in two directions and that no dead-end corridor may be longer than twenty feet. In the case of a two story building this would mean many stairways, and stairways add space to the building and are more expensive than simple on-grade corridors.

A concrete floor slab on-grade with vinyl-asbestos floor tile costs about 85 cents per square foot while second story floor construction costs about \$2.75 a square foot, or 3-1/4 times as much as a floor on-grade. Roof construction costs about \$1.50 per square foot. If we compare a 60,000 square foot school on one floor with a two-story school of 30,000 square feet per floor we find that the two-story construction costs \$12,000 more than the single-story for floor construction alone.

60,000 Square Feet:

Ground Floor	-60,000 sf @ \$.85=\$	51,000
Roof	-60,000 sf @ \$1.50=\$	90,000
Total	-	<u>\$141,000</u>

30,000 Square Feet:

Roof	-30,000 sf @ \$1.50=\$	45,000
2nd Floor	-30,000 sf @ \$2.75=\$	82,500
Ground Floor	-30,000 sf @ \$.85=\$	25,500
Total	-	<u>\$153,000</u>

Single story walls are cheaper to build than two story walls. A man works faster on the ground than he does on a scaffolding. Also, a two story building of 60,000 square feet will have over 4,000 square feet of exterior wall surface than will a single story school. The depth of the second story floor construction makes the difference. At \$3.50 per square foot of wall, this is \$14,000.

While a two story building is more compact than a single story building, thus reducing heating requirements, detailed engineering studies have conclusively proven that in a classroom full of pupils, the problem is the removal of heat rather than the supply of heat, and therefore the need is for cooling the classroom, not heating it.

There is little or no savings in foundation cost since two story walls and columns will have to be much heavier than single story foundations which only support a wall and a roof. Roof loads are 25-lbs. per square foot, whereas classroom floor loads are 40-p.s.f. and corridor and stair loads are 100-p.s.f.

Sound transmission through the second floor becomes a problem for the spaces under them and acoustical correction adds cost to the second floor system.

This part of Oregon is in an earthquake design zone which makes the construction of two story buildings more expensive than single story buildings.

If a single story school of 60,000 square feet were built in two stories, the 30,000 square foot of site area saved could not be deducted from the project cost since State law requires a minimum site of 10 acres regardless of the school construction type or size.

There are some parts of a school that do not lend themselves to two story construction such as the cafeteria, gymnasium and boiler room. These areas account for about 30% of the area of the school.

If two story schools were really more economical than single story schools one might conclude that somewhere in the United States there would be two story schools under construction. This is not the case anywhere except in urban areas where land is expensive and school sites are small.

3/11/71

MEETING OF ADVISORY COMMITTEE TO WORK WITH GRESHAM GRADE SCHOOL BOARD

RE: CONTINUOUS SCHOOL YEAR PLAN

April 20, 1971

Co-Chairman Carroll Hermanson greeted those present stating we were serving in the capacity of an advisory group to the Gresham School Board to study plans to meet future enrollment needs.

He introduced school board member, Dick Close, Mr. Russell, Mr. Schaffer, Skip Squires (Co-Chairman) and two helpers, Byron Thomas and Chuck Becker.

Skip Squires presented the projected enrollment figures and building needs of continued 9 month plan. Short discussion brought out but few questions not already asked but one person asked "on the basis of these figures stating we would need five new buildings by 1977, how much money are we talking about"? Mr. Russell said, "approximately ten million".

Under the year-round plan we will need one middle school building and two elementary buildings. With this we are talking about approximately six and one-third million dollars.

The third possibility is to double shift. By double shifting we can make it through the next six years without the need of new buildings. Question is can we do this and maintain the same quality of education.

QUESTION - How do we arrive at figures for projected enrollment.

ANSWER - This is arrived at by taking past records and programming it ahead on percentage basis. It is a theory used many years and has worked out very accurately for past ten years. Mr. Schaffer stated that with the rapid growth we are experiencing the projected enrollment figures will need revising every year now. (Discussion but nothing new or relevant)

Byron Thomas presented the various programs we could adopt, trimester, quadmaster and 12 month school - 12-4 plan and 45-15 plan. Discussion following brought out no new points of view or questions.

Someone asked what was considered the ideal class size. Mr. Russell said they tried to plan around the ideal of 25 students to a class.

QUESTION - How the figures will affect home owner if new buildings provided on the regular 9 month plan.

ANSWER - On a \$30,000 home approximately \$50.00 more or approximately \$1.60 per thousand. (This to provide additional buildings needed in next five years)

QUESTION - Does this provide for inflation?

ANSWER - Some and it is possible the assessed value of the district might grow and thus offset some of the extra tax.

QUESTION - How do you fund operating costs?

ANSWER - Voting on the budget.

Chuck Becker presented the Becky-Davis plan. Considerable discussion followed with no conclusions and very little new points or questions brought up.

One man said to Mr. Russell that he would guess from discussion that he (Mr. Russell) favored 12 month school and he was curious as to why. Mr. Russell said that of course he would prefer to have the new buildings each year and continue on the present plan but that he was really sold on the 12 month plan - it might even be a little better than our present system. Passing bonds was difficult and no one is in favor of double shifting.

Year round schools is something many schools are looking into. The OEA has appointed a committee to study it. Portland schools are looking into it.

QUESTION - Why would Portland be looking into year round schools as they do not have growing pains like we do.

COMMENT - They do have building repair pains, however.

Mr. Hermanson said that we have heard of three different possibilities open to us for consideration. We have come to no conclusions but the planning committee suggests a July 1, 1971 deadline for reporting to the school board.

QUESTION - If we decide to try one plan would it destroy possibility for another.

Mr. Russell said the only problem is that we are in a position where we must decide upon some kind of program before next year. This building, 7-8 has reached capacity.

More discussion, bringing into the picture the high school and whether or not they are considering 12 month plan and how families with both grade school and high school kids would have varied schedules. No pertinent conclusions except it was pointed out that in the 45-15 plan all children would have five weeks vacation sometime in summer and this should not be too disruptive to families and vacations.

QUESTION - Again what the purpose of this committee is.

Re-statements much same as before with more emphasis placed on the fact that committee should act to get information to public so public could make some decisions on the subject, at which time perhaps they could be sent questionnaires and be able to answer them - but not before they have been adequately informed of all the ins, outs, ups and downs.

Mr. Hermanson asked if we as a committee could meet every other Tuesday. Question asked if people at this meeting were supposedly an adequate representation of the taxpayers and people concerned as they thought not and if others were supposed to be here and were not, could we find out why. Mr. Schaffer said we could have members called individually on day of meeting.

Mr. Hermanson suggested that for next meeting we could meet in buzz sessions of fewer people and each group cover one of the three proposals. Someone suggested we have a fourth one to discuss fiscal problems.

It was asked if someone from Mollala schools could come to talk with us. Another asked about Evergreen school and was told they have tabled 12 month school and are double shifting.

QUESTION - Again what is responsibility of this group. School Board member, Dick Close said it was to advise the school board that they do need a broad representative opinion of entire district. We do need to do something about the overcrowded conditions now, not after its too late and they want to know what the people feel is best approach to take.

The advisory group needs to inform the people and secure opinions every way they can think of.

We are out-growing our facilities and we have to do something immediately.

Someone else said they felt this group too small, need larger representation of people.

Mr. Schaffer suggested we wait until after May 3rd budget election before we do too much to stir up the public. Agreed by all!

Next meeting will be Tuesday, May 4.

A phone reminder will be done on day of meeting.

COST COMPARISON ESTIMATE
OF
BUILDING NEEDS IN GRESHAM SCHOOL DISTRICT #4
FOR A 9 MONTH SCHOOL YEAR AND A 12 MONTH SCHOOL YEAR

SCHOOL YEAR	9 MONTH BUILDING	COST +	12 MONTH BUILDING	COST +
1973-74	Grade 1-6	\$1,399,680.00		
1974-75	Grade 7-8	\$1,760,000.00		
1975-76	Grade 1-6	\$1,632,586.00	Grade 1-6) Grade 7-8)	\$3,614,844.00
1976-77	Grade 1-6	\$1,763,193.00		
1977-78	Grade 1-6	\$1,904,248.00	Grade 1-6	\$1,904,248.00
	5 Buildings	\$8,459,707.00	3 Buildings	\$5,519,092.00
	Fees	507,582.00	Fees	331,145.00
	Equipment	800,000.00	Equipment	500,000.00
		\$9,767,289.00		\$6,350,237.00

\$9,767,289.00
 - 6,350,237.00
 \$3,417,052.00

ADVISORY COMMITTEE
CONTINUOUS SCHOOL YEAR

AGENDA MAY 4, 1971

Review of April 20th Notes.

Group Sessions

Group Session Reports

Where Do We Go From Here?

Information about and answers to the following questions need to be searched before decisions relative to the type of school year program desired can be made. These questions have been prepared by the advisory committee planning group. These are not absolutes, and your suggestions are most welcome.

1. Why is there concern for restructuring the current traditional school year program?
2. What is the concept of the year-round school program. (Another way this question may be stated is: What is your concept of the year-round school? How does it differ among the members of your group? If it differs what should the concept be?)
3. What are the costs of each alternative? How do these projected costs compare between the alternatives suggested?
4. What vacation related problems, both positive and negative, are associated with the suggested alternatives?
5. What problems will a family with different school aged children possibly experience?
6. What learning problems do you visualize with the various suggested school year programs?
7. Can the year-round school program improve the teacher-learner situation (relationship)? How?
8. Which alternative would you select from those presented? Why?
9. Are there any other pertinent questions which need to be examined?
10. Where do we go from here? And, what would be the most effective method?

ADVISORY COMMITTEE ON CONTINUOUS SCHOOL
Minutes of Meeting - May 4, 1971

Co-chairman, Skip Squires, opened the meeting and called roll. Those present were:

Carroll Hermanson	Ray Dorsing	Gordon Russell
Charles Becker	Skip Squires	John Schaffer
Vern Kerstein	Marilyn McVey	Jim Marr
Roy Asbahr	Darrell Shepherd	Claude Buckley
Bonnie Orcutt	Mabelle Ludke	Tom Geddis
Byron Thomas	Jim Lindsay	Sibyl Kile
Mrs. Desmond Connall	Corda Dunstan	Dorothy Bruss
Roger Shields	Jim Gooding	
Jack Allen	Keith Kearsley	

Visitors were: Marilyn Kaufmann, Lydia Haidle, Bob Frantz and Ed Hug

Those present were divided into three buzz session groups. Each group was asked to consider individually the questions listed on the agenda, select a recorder to list the results of their discussion and report back to assembly room by 8:30. Each group found more time was needed and by 9:00 only one had considered all ten questions.

Results of discussions were reported as follows:

GROUP I

1. Financial - will taxpayers support programs for bond issues?
If we stay as we are, bond issues are necessary and if not passed the schools could close when budget is exhausted.
Cost of education was questioned.
2. Function of advisory committee discussed. Group asked themselves if each of them could go out into the district and visit various clubs (as an expert on the problem with which we are faced). They were doubtful they could.
3. If the 45-15 plan is meant to save more money this is doubtful. It should be considered an emergency only. We need to go somewhere right now and it is doubtful that a bond issue could be passed at this time.
 - a. Would learning be hurt by the 45-15 plan? Felt it would not be. Teaching is going to have to be more regimented which might tend to create some problems. Teacher's relationship would be poor between teacher and pupil perhaps. Sometimes more time is needed to relate to some pupils.
 - b. Will this plan release classroom? Give same quality? Student teacher ratio will have to go down to accomplish same goal.
 - c. Alternative of using the 4 semester plan such as Mollala suggested but this plan is not popular with parents.
 - d. Possibility of students being transported to districts that have empty rooms was suggested.

4. Did not feel the vacation problem was a difficult one.
5. Didn't think that having different school aged children presented much of a problem except possibly for working mothers. Families would still have evenings together.

Possibility exists that organizations like the church could take on some responsibility for providing vacation time activities.

No one was against the 45-15 plan but all felt there are many problems yet to discuss.

(did not go farther than question 5)

GROUP II

Stated they had made pretty much the same conclusions on most questions as had group I. Some other points brought out were:

- a. Our programs should be attuned to growth of child development pattern which would be better met by 45-15 plan.
- b. Other things important besides academic growth such as social growth, etc.
- c. It would have to be more structured.
- d. More continuity and flexibility in 45-15 plan for very slow learners or the emotionally disturbed.
- e. Should we restructure our entire system to care for the 5% who are not able to cope?
- f. A study of districts going to year-round school shows that one-half have dropped the program. Reasons were parental pressure and difficulty of maintaining buildings.
- g. Feeling was expressed that if parents knew what the situation was they would be willing to finance new schools.
- h. Boils down to cost and convenience.
- i. Coming and going of new students presents a problem.
- j. Public must be involved. Would it be possible to conduct a door to door survey or phone call survey to secure the feelings of residents in the area regarding year-round school?

GROUP III

1. Concern with student learning.
 - a. Why? Cost of added programs justified by educational results.
 - b. Do teachers have reservations about year-round school?
Yes - Cost of added program -- is it justified by educational results.
Concern about discipline.
Should year-round school be based on inconvenience or necessity (reality).

GROUP III (cont.)

2. Concept needs clarification. Primary concern is that everyone knows what we are talking about.
3. We need to know what the added cost on \$1000. assessed valuation will be.
What will added costs be for year-round program?
Cost of added maintenance?
Cost of additional buses?
Cost of additional programs?
4. No real problem with vacations.
5. Felt that problem with different aged children in school could be worked out.
Different for different families.
6. Possible problem in learning difficulty in that child is with different teacher each time he returns to school and there might be emotional problems adjusting to this.
7. Felt year-round school would improve teacher-learner situation because of improvement in retention and recall. Shorter periods of time enhance learning because of fatigue factor. Less time spent in review.
8. Vote of group on alternatives:
5 voted for 12 month school
1 " " 9 " "
1 undecided
1 abstained
9. We need to know what costs are in dollars.
10. Need to explore two charts: 1 covering costs of each program
1 giving benefits or advantages of each.

Mr. Squires closed the meeting by asking that everyone return the following Tuesday evening, May 11, to finish discussion on all questions. This must be done before a path in any direction could be charted.

He asked that not only those present make a special effort to return, but that each try to see one or more committee members absent at this meeting and urge them to attend on May 11. We need to arrive at some conclusions to present to the Board.

He asked that each member read all the material they have been given and also pursue other related material to be found in local libraries.

THE CALENDAR: UNDERDEVELOPED EDUCATIONAL RESOURCE

George M. Jensen

Let me delineate very briefly several highlights of the rather lengthy history of the year-round school idea from the early 1900's up until about 1966 or so. In so doing I will expand the reference to one early trial of the idea at Aliquippa, Pa., because it was rather well documented and from it we can learn some lessons that are still relevant to current discussions and planning. I should state, however, that in my opinion, little of what has gone before is really pertinent to what we are discussing in this seminar.

I will construct a rationale, from the standpoint of an informed layman, to support the idea of the calendar as a most important but long neglected educational resource---a resource that up to now, because of the reluctance of the educational establishment to utilize it, has remained fallow and largely undeveloped.

To begin with, the idea of year-round school is not new. Many people, including a surprising number of those in the teaching fraternity, think of year-round school as a relatively new and, to some, disturbing idea. It has, in fact, been kicking around in education since the turn of the century.

Way back in the early 1800's a number of our cities operated their schools nearly year-round. Buffalo, Baltimore, Cincinnati, Chicago, and New York were among them. For one reason or another these systems gradually shortened their educational programs at the same time rural districts gradually extended their original 90 day school years. By the early part of the 20th century the school year, both urban and rural, stabilized at from 160 to 180 days or so, to what we now know as the nine-month school year.

A year-round program was employed, with a very limited purpose in mind, back in 1904 in Bluffton, Indiana. It would appear as if the sole object at that time was to avoid the necessity of building a new schoolhouse. This point, due to lack of adequate records, is debatable, as there is some evidence that Bluffton's program was merely a very primitive sort of "summer school" of short duration. Be that as it may, the fact is that this motive is still prevalent--most people's interest even today has been triggered by a classroom shortage. The impending problem of issuing more bonds to build more schoolhouses while those we now have stand empty and unused almost four months out of every 12 is causing many to consider year-round school as a solution. With school expenditures approaching stratospheric heights and building costs sky-rocketing as they are, this seems reason enough to most people to consider any plan to get better educational mileage out of our present school plant, equipment, and personnel. But there is much more logic to all-year education than that dealing exclusively in brick and mortar.

Sixty years ago Newark, New Jersey embarked on an all-year educational plan. It was inaugurated to lick a local problem--one posed by a student body comprised chiefly of

the sons and daughters of immigrant parents whose mastery of the English language was faulty and incomplete to say the least. So, to meet the language and communication problem, Newark operated its schools the year around for a period of time during the teens and through the twenties. In this case most of the students actually attended classes for a full year with a relatively short vacation.

Research reveals other such programs, but the scope of their departures from traditional educational procedures and time tables were modest indeed and we can learn little from them.

The program at Aliquippa, Pa. from 1929 to 1938 had a limited objective. It strove to provide much needed classroom space without constructing more schoolhouses. In this it was completely successful. Also, it was operated long enough and was sufficiently well documented so that today we can profit by some of the other findings of the program.

The program did give better mileage from the school tax dollar in Aliquippa. It saved money. It proved that fewer teachers were required and that employing staff for year-round operations was no problem. It proved that academic achievement didn't fall off during the summer months even before air conditioning. It proved that there were no physical or mental health hazards involved for either teacher or student. It proved that the average daily attendance figure for the summer quarter was higher than for any other period. It proved that, in the case of the mandatory quarter system on which Aliquippa operated, far fewer students and their families were frustrated in vacation planning than had been expected.

At this same time the neighboring school system at Ambridge, Pa. was operating on much the same plan and for the same reason. Their experience produced much the same results. Both these programs were built around the mandatory, sequential attendance 4-quarter pattern in which three-fourths of the student body is always in attendance with the other one-fourth on leave or vacation.

I have previously mentioned that there is much more involved in present day considerations of all-year education than simply brick and mortar, as important as needed school-house facilities may be. For example, there is overwhelming evidence that the curriculum at both the elementary as well as secondary level is woefully in need of up-dating. This is really important, is at the heart of our educational endeavor and must be done.

Teacher contracts are too inflexible and fail to meet the employment needs of vast numbers of those who are presently teaching and many well-qualified individuals who would like to teach if only there were some flexibility in the contract, timewise.

These are only two of a number of reasons for our giving thought to capitalizing upon the calendar as an educational resource--that is by utilizing far more of it than we do now. Let me sketch for you in the next few minutes a rationale to undergird my contention that we simply must give our best efforts to the development of an all-year educational plan and make far better use of time as a resource.

Up to now, unfortunately, most school administrators to whom we must look for leadership have been more than willing to sidestep the matter of an up-dated school attendance pattern involving all-year education. It's easy to see why. The present plan of eight months "Go" and four months "Stop" is loaded with fringe benefits they are reluctant to lose through any year-round plan. For this reason and others, most of them have seen fit to stoutly defend the "status quo".

However, some of our schoolmen, the tradition busters, whose numbers are increasing and some of whom are with us at this seminar, have sensed the tremendous learning potential that exists in the presently unused portion of the calendar and are resolutely going about the job of restructuring our obsolete, early American school attendance pattern. There has as a result developed what is now a nationwide groundswell of professional and lay interest and desire to do something constructive in this area.

Is this interest well founded? When all factors are considered, does it really make sound educational sense? Most of the "studies" made recently have been very narrow in scope. They have been energized, as we have seen, by some local crisis, usually lack of space and related to defeated bond issues. Far too few of these investigations have been initiated in an attempt to genuinely buttress and improve the entire educational program while at the same time solving the space problem.

There are exciting possibilities offered by most of the plans now under consideration or in actual trial, including the sequential attendance 4-quarter plan, the tri-mester plan, the 12-4 and 9-3 (or 45-15) plan as well as the sliding 4-quarter plan.

1. Increased schoolroom capacity immediately available from existing facilities.
2. Flexibility of teacher employment contracts.
3. Financial considerations.
4. Curriculum opportunities.
5. Student benefits.
6. "Quality of Life" spin-offs.
7. Additional considerations.

All of the plans I have mentioned release classroom space at once. They make use of the classroom space that is now wasted because of our blind and stubborn adherence to our farm-oriented calendar which uses our nation's fantastic educational apparatus only about 2/3 of the time. Currently the country has a total pupil load of about 46,000,000 of whom some 300,000 are condemned to half-day sessions. If class size remained constant at today's average we could use any of these plans to eliminate the split session and still have room in present buildings for nearly 15 million more students each year.

Needless to say these proportions wouldn't work out just exactly this way in every school district due to the physical location of some segments of the districts population. However, any school system which establishes year-round scheduling of its students on a sequential attendance pattern would immediately gain from one-fourth to one-third more classroom space.

In connection with our 2nd point, flexibility of teacher contract, I submit that for a great number of our teachers the nine or ten month contract fails to satisfactorily meet their true employment needs. Take our men teachers, for example. The present contract leaves them idle and unpaid from two to three months every year. A very large number of them "piece out" their incomes by seeking any work they can find and seldom if ever does their resulting employment enable them to cash in on their educational qualifications. Most year-round plans would offer them a year's employment on an optional basis and thus eliminate the sorry spectacle of a man qualified to teach doing manual labor during the summer months so as to earn enough to support himself and his family.

How about the experienced teacher, man or woman, who is getting along in years and for whom the nine month schedule is a real chore? He has either to sign a nine or ten month contract or leave teaching entirely. The flexible all-year plans make it possible for a teacher to elect to sign a three months contract, six months contract, nine months contract or enjoy a full year of teaching with compensation in proportion. Such plans will tend to hold good people in the teaching ranks and for the first time would make of teaching a full time, full fledged profession in the eyes of the business and professional world.

What about the teacher who for one reason or another has left the ranks? Oftentimes such a person would like to teach part time but does not care for the uncertainties of substitute teaching. Many of these people would re-enter the ranks if they could sign up for three or perhaps a six month stint. There is a wealth of such teaching talent available.

While all this would meet the varying employment needs of the teacher far better than the present inflexible contract, there are yet additional benefits to the school system. In the first place school boards could be much more selective in their employment practices as fewer teachers are required. Such selectivity would go far toward the elimination of the practice of hiring just anyone to fill a given vacancy and then franking into the system for life, through tenure, inadequately qualified individuals.

In addition to this it would make the job of the school board easier and more effective in its dealings with organized teacher groups. For the first time teaching would be on a par with other professions and business and commercial enterprises when it comes to making compensation comparisons. The teachers have to live for 12 months each year and they want to be paid for 12 months in an amount equal to the compensation earned by others with the same or comparable educational backgrounds. This bone of contention can never be eliminated until we can offer teachers full time, year-round employment. In these days of stratospheric educational costs the public won't stand still for paying teachers a 12 month salary for nine months' work even if the teacher does spend some extra time in the school at non-teaching tasks.

Let me point out one additional factor. School administrators tell us that the fatherless household, of which we now have such a bountiful supply, has created a unique problem calling for many more male teachers in the classroom, especially in the elementary grades and in the inner city areas. This need can never in my opinion be adequately met other than through a year-round school plan which offers male teachers full time employment at full time compensation.

You are not likely to get much encouragement from most school administrators when you question them about the possible economics of year-round school operation. This in spite of the fact that the only full fledged year-round program run long enough to come up with some real answers did report some savings. Aliquippa, as we saw earlier, came up with some dollar savings as reported by an administrator who was there. Dr. John Letson, superintendent of Atlanta's schools, doesn't talk about savings as his program calls for optional attendance of the summer quarter and was set up on a basis which was designed to cost more. The annual additional cost was about \$1.3 million more in the first year out of a budget of over \$83 million, or a little over 1-1/2 per cent. But listen to this statement, and I quote Dr. Letson: "One very significant factor. Our (4th quarter--summer) enrollment has been heaviest in those underprivileged areas of Atlanta where the need is greatest. We are not in an experiment in Atlanta. We are in the midstream of a commitment that we believe has and will continue to make it possible for us to buy better education for more students for a smaller number of dollars." Is that not an economy? I think so.

The most apparent savings in year-round operation come in the areas of buying things to support your program. Real estate, schoolhouses, equipment such as desks, chairs, cafeteria equipment, shop equipment, business machines, including typewriters, adding machines, calculators, teaching machines, audio-visual units, busses, and on and on ad infinitum. The need for all of these things is reduced on the order of 20 to 30 per cent by the extended use of your facilities through year-round operations.

Every time you build a new schoolhouse it can be 25 per cent smaller than under the 9 months school year, and this goes for all the things in it. What now costs \$1 million to do your job can cost only \$750,000 and get the same, perhaps better, educational result. And here's another angle. Build a \$1 million schoolhouse today and finance the bonds over a 30 year period and what is the final cost to the community? \$2 million. Under a year-round plan the schoolhouse cost of \$750,000 paid off over 30 years is \$1.5 million. That's a \$500,000 saving to the district. Right?

Every time you take an acre of ground off the tax rolls you cost the community what that property would yield in real estate taxes. On a year-round program you'll need to buy or condemn 25 per cent less property in the future. At your own tax rate, figure what year-round operation will save the community in 10, 20, or 30 years. Every square foot of land removed from the tax rolls represents a cost to the community in uncollected taxes. This cost gets greater as the land values increase and it never stops mounting while the property is dedicated to school use. Most schoolmen and board members tend to ignore this phase of the problem.

One more thought in this area of finance and possible savings. It has to do with teachers. Don't expect any significant economies in your professional payroll, but don't expect any increases either except as bargaining increases the teachers' salaries. Aliquippa proved that an efficiently organized year-round program requires fewer full-time teaching stations--they dropped from 69 to 57, remember? Well, the 57 received extra compensation for the longer period of employment and most studies show an even-stephen.out-come on professional salaries.

Don't overlook the possibility of saving some money on teacher retirement costs. The object of all teacher retirement plans is to provide adequate full-time retirement benefits to recipients who have been on the job only eight or nine months during their period of employment. This is a costly process both to the teacher and to the community underwriting such plans. With full-time employment offered, only those teachers electing to carry a full-time teaching load would receive maximum retirement benefits. All others choosing lighter teaching loads would receive lower although comparable benefits. Sizable retirement plan cost reductions are therefore possible as we move into a year-round operation. Don't fall into the error of overlooking this. It represents important money. There are nearly \$20 billion ear-marked for teacher retirement plans around the country. Although part of that sum represents the teachers' contribution, most of it is yours.

The opportunity to restructure the curriculum is one of the main reasons for moving into a year-round program. Most year-round school plans invite, and some demand, a complete or at the very least a substantial restructuring of the present curriculum to make it more flexible, effective and relevant to our rapidly changing society. The re-evaluation of the total school program, as Atlanta's new year-round schedule at the secondary level is now dramatically demonstrating, will result in a more effective use of our presently established capacity to teach.

A spin-off benefit of curriculum up-dating would result from the necessity of splitting subject matter into shorter segments. The cost to the system in dollars and to the student in time lost as a result of subject failure would be less in both cases. The adverse psychological impact on the student would be ameliorated to a degree. Since enthusiasm for and interest in a subject are highest at the beginning and near the end of a course shorter, sharper "doses" of curriculum content could be more effectively taught. Boredom and consequent classroom disruption would certainly be much reduced.

The benefits to the student resulting from a move to year-round operation are truly exciting to consider. Right from the first day of school he will be better off. He will be able to enter school not once a year in September as at present, but four times, under a quarter system, for example. Any year-round operation, encompassing sequential or phased attendance plans, will eliminate the once-a-year admittance policy that now is responsible for so much pupil maladjustment. The inflexible once-a-year admittance policy might have been satisfactory for yesterday's unsophisticated small fry, but it's murder with today's worldly wise, TV trained pre-schoolers. Under most year-round plans a child would enter school at the beginning of the period nearest his

school entrance qualifying birthday. He would not be kept "on ice" for many months as the result of the accident of his date of birth. This matter is, incidentally, specifically covered in the year-round school permissive legislation now before the New York State Legislative. We believe this particular advantage of these new plans would also be of great aid to the teacher through reducing the wide gap in intellectual development that currently exists in the early grade levels.

Another benefit to the student right from the start of his formal education would be a more frequent change in teachers. Should he experience a personality conflict with his instructor it would not be, as it is in most cases at present, of a full school year's duration. In other words he wouldn't be "locked in" to an unproductive situation for such a long time. This has a reverse benefit also, which applies to the teacher.

As the student progressed he would benefit by the new curriculum with its shorter, more flexible subject content. At the high school level he'd find a far more interesting array of subjects from which to choose. If he selected an unsuitable subject, the time wasted with it would not be as long and costly to both him and the school system.

To the youth who is interested in a vacation job, the employment opportunities would be far better than at present. Now we flood the youth employment market with prospective job hunters in June, July, and August, few of whom can find work. Most all year plans, especially the four-quarter operation, would have youthful job hunters in the market all year long, thus meeting the labor needs of business and industry far better than at present.

Through their stubborn adherence to a timetable of yesteryear, our schools are keeping us locked in to a vacation schedule that no longer meets the requirements of an affluent society in the field of recreation and travel. At the same time it forces into idleness, boredom and frustration for the three summer months each year the sons and daughters of the underprivileged who don't know what a vacation is because they've never experienced one. This idleness, boredom, and frustration is an open invitation to mischief, vandalism, and general delinquency. A program of sequencing the vacation periods around the calendar would result in only a portion of these children being out from under the stabilizing influence of school at any one time. This would present our youth service groups an opportunity to restructure their activities so that with smaller full-time staffs they could do a real productive job with these underprivileged youth.

A sequencing of vacation periods would go a long way toward reducing the "people pressure" during June, July, and August on the nation's highways, lakes and streams, resorts, and recreational areas. Rotating vacation schedules would have the effect of more than doubling the capacity of national, state, and community parks and recreation areas without adding a single acre of land. It would also have the effect of recognizing the changing pattern of vacation and recreation and travel activities which today

are truly year-round and are no longer confined to the summer months. This single aspect of the school calendar should give educators and others who oppose this change real cause for reflection as most certainly failure to implement it will result in a missed opportunity to enhance the rapidly dwindling quality of life in these important areas of living.

Although there are many other considerations which would tend to validate the move toward all-year education, one I cannot ignore, and that is the importance of community involvement in school affairs. It is absolutely vital to a viable, effective, and satisfying local educational program. Presenting the all-year education idea to a community presents a once-in-a-lifetime opportunity to include everybody in the act. We must bring the public into our councils--and here is the chance to do it because we need the fresh air of opinion unhobbled by tradition or beholden to sacred cows.

Public consideration of this program gives the school board and the administration the opportunity, for once, to seek the help of every segment of the community without the onus of asking for more funds.

MODERN EXTENDED SCHOOL YEAR PROGRAMS--THUMBNAIL SKETCH

George B. Glinke

In discussing the movement of the year-round education concept in America during the past five years, I would like to point out that many school districts and states have become involved. Many professional associations and various college educators have studied the extended school movement.

It is indeed encouraging to see the rapid rise in the number of public schools (three in 1966 to 50 during the 1969-70 period) and state departments of public instruction (from three in 1966 to over 15 in 1970) involved in the extended school year movement.

The actual number of pilot extended school year educational programs increased from zero in 1966 to over eight in operation in 1970 with another eight or more projected pilot concepts scheduled for implementation across the country.

One item which becomes very clear, as involved with the year-round educational movement, is that the concept has moved from the theoretical stage on the college campus to the local public school district for eventual implementation. This has to be the breakthrough the movement has been waiting for. With the changing of state educational codes, the movement will leap ahead with rapid gain.

The movement is gaining momentum. I feel it will sweep the country during the next ten years. Educators look at the concept as a tool to restructure curriculum, taxpayers see better utilization of tax supported buildings and school people see better teaching-learning situations emerging from the concept. It offers opportunities for enrichment, make-up, acceleration, increased family vacation flexibility and is much more in step to our urbanized pattern of living.

The basic reasons for conducting any pilot programs are two-fold: (1) to accurately test the actual economic feasibility at operation with the extended school year (the year-round educational movement), and (2) to determine if people will sociologically alter their basic traditional vacation patterns to provide year-round extended school operation.

These two answers do not appear in any feasibility report; it can only emerge from actual pilot operations. The spinoff in restructuring curriculum will improve the basic educational patterns and pave the way for new innovative techniques of learning.

Many, many school districts are restructuring their curriculum into new shorter units. Nine-, ten-, and twelve-week units appear to be more popular at this time.

Any district moving to a year-round educational program without careful and adequate preparation is subject to possible failure and, thus, subsequently destroy the year-round educational movement which has developed in this country.

67

In 1966 research indicates three new local school districts looking at the feasibility of year-round schools. One county study was reported with no evidence of new pilot programs. At the same time, three state studies were reported; California, Florida, and New York.

In 1967 five new local school districts reported looking at year-round school, but no other new activity was found in the research.

In 1968 Delaware, Illinois, and North Carolina joined the other three states listed and sixteen new local school districts were looking at the extended school year concept. Atlanta and Fulton County, Georgia along with Hayward, California, were reported moving toward pilot programs.

In 1969 Pennsylvania, Ohio, and Missouri joined previous states in researching year-round schools, along with twenty-three new local school districts across America. They were all researching the feasibility of the extended school year. New pilots by this time included Lockport, Illinois and the Becky-David School in St. Charles, Missouri. This was also the first year of our national seminar in Fayetteville, Arkansas with state conferences being held in Florida, Michigan, and other states.

1970 finds a total of at least fifteen states; California, Colorado, Florida, Georgia, Illinois, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, New York, Pennsylvania, North Carolina, Wisconsin, and Washington; several counties and twenty-seven new school districts looking at the possibility of year-round schools. Dade County, Florida established a pilot program and the Second National Seminar was held in Harrisburg, Pennsylvania. Several other state conferences were also held.

As the extended school year movement gains momentum, new pilots will appear as states begin accepting the concept as a means to improve traditional educational programs in various areas across America.

1966

STATE STUDIES

- | | |
|---|---|
| 1. State of California | Conducted a study of year-round operation of their state colleges |
| 2. Florida Educational Research and Development Council | Conducted a feasibility study |
| 3. State Department of New York State | Published <u>Setting the Stage for the Lengthened School Year</u> |

COUNTY SCHOOL DISTRICTS

1. Polk County, Florida Feasibility study

PILOT PROGRAMS

1. San Jose, California Was to conduct an experimental pilot at Del Campo. Lack of interest on part of students was reason given for not getting off the ground.

1967

STATE-WIDE STUDIES

none reported

LOCAL SCHOOL DISTRICTS

1. Findlay, Ohio Conducted a feasibility study
2. Fraser, Michigan Studied the possibility of extending the school year
3. Warren, Michigan Feasibility study (again in 1970)
4. Detroit, Michigan Feasibility study
5. Houston, Texas Feasibility study

COUNTY SCHOOL DISTRICTS

none reported

PILOT PROGRAMS

none reported

NATIONAL POLLS

1. The Gallup Poll Conducted an "opinion" survey of parents

1968

STATE STUDIES

1. State of Delaware Conducted a feasibility study for a rescheduled school year
2. Governor's Study Commission on the Public School System in North Carolina Contained a portion about year-round schools

LOCAL SCHOOL DISTRICTS

1. Anaheim, California Feasibility study
2. Avondale, Michigan Feasibility study
3. Bloomfield Hills, Michigan Feasibility study
4. Cincinnati, Ohio Feasibility study
5. Durand, Michigan Feasibility study
6. Edwardsburg, Michigan Feasibility study

- | | |
|----------------------------------|-------------------------------------|
| 7. Findlay, Ohio | Feasibility study |
| 8. Louisville, Kentucky | Feasibility study |
| 9. Plymouth, Michigan | Feasibility study |
| 10. Portage, Michigan | Feasibility study |
| 11. Rochester, Michigan | Feasibility study |
| 12. Rockford, Michigan | Feasibility study |
| 13. Sault Sainte Marie, Michigan | Feasibility study |
| 14. Seattle, Washington | Feasibility study |
| 15. Traverse City, Michigan | Feasibility study |
| 16. Utica, Michigan | The Michigan State University Study |

COUNTY SCHOOL DISTRICTS

- | | |
|--------------------------|-------------------|
| 1. Cook County, Illinois | Feasibility study |
|--------------------------|-------------------|

PILOT PROGRAMS

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| 1. Atlanta and Fulton County,
Georgia | Started a modified four-quarter plan
in September, 1968 (optional four-
quarter) |
| 2. Hayward, California | Park Elementary School 222-day
quadrimester is currently in operation |
| 3. Green Chimneys, N.Y. | Opportunity for summer program |

NATIONAL SURVEY

- | | |
|--|--|
| 1. National Survey of public
"classroom" teachers | Indicated emotional reaction regarding
year-round education |
|--|--|

1969

STATE STUDIES

- | | |
|--|---|
| 1. Pennsylvania Department of
Public Instruction | Feasibility study |
| 2. Southwestern Ohio Educational
Research Council | Two cooperative study of the all-year
school |

LOCAL SCHOOL DISTRICTS

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|--------------------------------------|---|
| 1. Ann Arbor, Michigan | Feasibility study |
| 2. Denver, Colorado | Looking hard at extended school year |
| 3. East Lansing, Michigan | Feasibility study |
| 4. Freeland, Michigan | Feasibility study |
| 5. Hansdale, New York | Feasibility study |
| 6. Syosset, New York | Feasibility study |
| 7. Hartford, Connecticut | Feasibility study |
| 8. Knoxville, Tennessee | Feasibility study |
| 9. Lawrence, Texas | Feasibility study |
| 10. Lansing-Okemos-Haslett, Michigan | Feasibility study |
| 11. Lockport, Illinois | Valley View 45-15 (to be started fall,
1970) |

12. Ludlow, Vermont	Feasibility study
13. Muskegon, Michigan	Feasibility study
14. Northville, Michigan	Feasibility study
15. Oil City, Pennsylvania	Feasibility study
16. Omaha, Nebraska	Superintendent Calendar Committee Report
17. Port Huron, Michigan	Feasibility study
18. Portage, Michigan	Extended school year report to Board of Education
19. Racine, Wisconsin	Feasibility study
20. Rockville, Maryland	Feasibility study
21. Roseville, Michigan	Feasibility study
22. Utica, Michigan	Feasibility study
23. Waterford Township, Michigan	Feasibility study

COUNTY SCHOOL DISTRICTS

none reported

PILOT PROGRAMS

1. Atlanta, Georgia and Fulton County, Georgia	1,200 students in 1-6 periods, no charge
2. Lockport, Illinois	Valley View (operational 45-15 now moving forward)
3. Brooklyn, New York	John Dewey High School
4. Winston-Salem/Forsyth County Schools	Third grade class
5. Becky-David School, St. Charles County, Missouri	Elementary 45-15 plan
6. Wilson School, Mankato State College	School (K-12) open all year, pupils can vacation whenever they wish
7. See Hayward, California	

PLANNED PILOTS

1. Englewood, Colorado	Cherry Creek Schools 5-year phase in 1969 (a practical plan will emerge) Plant - 90% Staff - hope to be 100% year-round in four years Community use - extensive Student attendance - when teachers become phased in, students will follow
2. P. K. Yonge Laboratory School, University of Florida	Plan for flexible all year school
3. Grand Forks, North Dakota	Plan delayed due to parent reaction at this time

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|---------------------------|---|
| 4. Butler, Pennsylvania | Has comprehensive summer program, considering ideas on year-round education |
| 5. Oil City, Pennsylvania | 12-month contract for teachers, discontinued for financial reasons |

NATIONAL SURVEY

- | | |
|---|---|
| 1. <u>Nation's Schools</u> | In 1969 an opinion poll of a four per cent proportional sampling of 16,000 administrators in 50 states concerning the need for an extended school year. Results: 32% responded affirmatively, 20% responded negatively, and 48% saw the extended school year as a future possibility. (The two plans most frequently suggested were the rotating four-quarter plan and the extended school year to 210 or more days.) |
| 2. National Education Association Task Force on Urban Education | Report on year-round school |

NATIONAL YEAR-ROUND EDUCATION SEMINAR

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|---------------------------|---|
| 1. Fayetteville, Arkansas | Mt. Sequoyah National Seminar on Year-Round Education |
|---------------------------|---|

STATE CONFERENCE

- | | |
|-------------------------|---------------------------------|
| 1. Tallahassee, Florida | Extended School Year Conference |
|-------------------------|---------------------------------|

1970

STATE STUDIES

- | | |
|------------------|--|
| 1. California | Feasibility study |
| 2. Colorado | Feasibility study |
| 3. Florida | Running out front in providing funds for pilot projects |
| 4. Georgia | Studying results of pilot areas--a leader in the movement |
| 5. Illinois | Feasibility study |
| 6. Kentucky | Feasibility study |
| 7. Massachusetts | Getting material together for legislative action |
| 8. Michigan | Feasibility study. Looking hard at providing monies for pilot programs |
| 9. Minnesota | Feasibility study |
| 10. Missouri | Feasibility study |
| 11. Ohio | Feasibility study |

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|--------------------|---|
| 12. Pennsylvania | Moving ahead very rapidly. Have adopted preliminary rules and regulations. |
| 13. South Carolina | Eight weeks summer session attended by 30,000 students and moving towards extended school year. |
| 14. Wisconsin | One pilot program. Requesting state funds to move forward |
| 15. Washington | Gathering material |

LOCAL SCHOOL DISTRICTS.

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|--|--|
| 1. Anchorage, Alaska | Feasibility study |
| 2. Berwyn, Pennsylvania | Expanded summer school offerings |
| 3. Battle Creek, Michigan (Harper Creek Schools) | Feasibility study |
| 4. Burlington, Iowa | Feasibility study |
| 5. Cohasset, Massachusetts | Feasibility study |
| 6. Centerline, Michigan | Feasibility study |
| 7. Dalton, Massachusetts | Feasibility study |
| 8. Danbury, Connecticut | Feasibility study |
| 9. Fayetteville, Arkansas | Looking again at extended school year |
| 10. Ipswich, Massachusetts | Feasibility study |
| 11. Kankakee, Illinois | Feasibility study |
| 12. Lakeside, California | Lakeside Union School District, feasibility study |
| 13. Lakewood, Colorado | Jefferson County, feasibility study |
| 14. Manassas, Virginia | County School Board, Prince William County, feasibility study |
| 15. Marysville, Michigan | Feasibility study |
| 16. Minneapolis, Minnesota | Wayzata School District is considering the 45-15 cycle pattern |
| 17. Omaha, Nebraska | Feasibility study |
| 18. Pontiac, Michigan | Concerned parents are looking at this concept |
| 19. Richmond, Vermont | Feasibility study |
| 20. San Antonio, Texas | Looking hard at year-round school |
| 21. San Diego, California | Moving toward a pilot program |
| 22. Saskatoon, Canada | Feasibility study |
| 23. Seattle, Washington | Teachers association is looking at year-round school |
| 24. St. Clair Shores, Michigan | Lakeview High School is looking at year-round school |
| 25. Tucson, Arizona | Looking at the movement |
| 26. Tulsa, Oklahoma | Moving to extend the school year |
| 27. Ukiah, California | Feasibility study |

COUNTY SCHOOL DISTRICTS

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|-----------------------------------|--|
| 1. Allegheny County, Pennsylvania | North Allegheny School District
(Gemini 220 study) |
| 2. Jefferson County, Kentucky | Will implement within two years
(optional four-quarter, looking
briefly at the optional five-term) |

ACTUAL PILOTS

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|---------------------------------|---------------------------------|
| 1. St. Charles County, Missouri | Becky-David School (45-14 plan) |
| 2. Dade County, Florida | Quinmester |

PLANNING PILOTS AND/OR HAVE/OR HOPE TO CONVERT CURRICULUM

- | | |
|--|--------------------------------|
| 1. Cincinnati, Ohio | 45-day term curriculum plan |
| 2. Okemos, Haslett and East Lansing,
Michigan | Pilot program in 1972 or 1973 |
| 3. Utica, Michigan | Hopes to pilot in 1972 or 1973 |

NEW INTEREST FROM

- | | |
|---|------------------------|
| 1. Educational Administrative Graduate
Classes | All across the country |
|---|------------------------|

NATIONAL SEMINARS

- | | |
|-----------------------------|--------------------------------|
| 1. Harrisburg, Pennsylvania | Second Annual National Seminar |
|-----------------------------|--------------------------------|

STATE CONFERENCES

1. Colorado
2. Michigan

A thumbnail sketch of forty types of proposed extended school year plans will enable both the old and the new in the year-round educational movement to understand more clearly that type of plan under discussion.

The mandated (forced) concept stands opposite to the optional approach. While more savings can come about with the forced concept (fuller utilization of public school buildings), the optional approach offers the same opportunity to restructure traditional curriculum. The optional concept gives families the choice as to whether or not to alter basic vacation patterns. If a district is out to save a great deal of money, you should double session your students. This enables you to automatically increase building use by 100 per cent. If improving local educational opportunities is the major goal of the educational community, restructure your curriculum. Develop a pilot program which best meets your local needs and run it as an optional plan for three or four years.

This pilot program will test: (1) the absolute economic feasibility of year-round operation, and (2) the sociological acceptance of families altering their basic vacation

To get involved in the year-round educational movement, develop a Citizens Advisory Committee, conduct a feasibility study, choose an acceptable local plan, communicate it to your residents, restructure your traditional curriculum to meet the new structure and establish the pilot program. Once you have completed these six steps, you will have the answer you need about expanding the school year in your local community.

The majority of the attached plans can be utilized on either an optional or mandated approach. The rotated schedule appears to be compatible with the mandated approach, while the staggered concept appears to fit the optional plan closer.

According to an analysis of these more common plans, even number of weeks outnumber the odd week plans nearly two to one. Eight-, twelve-, and sixteen-week plans comprise the majority of even week schedules, while nine-week units comprise the vast majority of odd-week schedules.

When school districts develop more sophisticated individualized learning plans, such as multiple trails and ungraded elementary approaches, the number of weeks in an organized plan appears to be less important. As far as curriculum development is concerned, the length of the unit which best meets the need of local curriculum structure appears to be most satisfactory to those parties concerned.

The three most popular plans, optional or mandated, involve the eight-, nine-, and twelve-week units, such as:

1. The 40-Day (Eight-Week) Concept
The student attends five of six sessions--200 days. (Rotating Split Trimester)
2. The 45-Day (Nine-Week) Concept
The student attends four of five sessions--180 days. (Term Approach)
3. The 60-Day (Twelve-Week) Concept
You attend three of our sessions--180 days. (Quarter Approach)

Now for a quick look at other concepts.

OTHER COMMON YEAR-ROUND EDUCATIONAL PLANS

1. Continuous Four-Quarter (see Rotated Four-Quarter Plan, nos. 18, 19, 20 or 27)
Mandated program where pupil attends three of four quarters, schools operate year round.
2. Continuous Progress (see nos. 3, 4, 8 or 23)
Multiple Trails accelerated concept. Pupil progresses at ability level, would attend school in excess of 200 days per year and graduate early.
3. Continuous Progress (See Multiple Trails, nos. 2, 4, 8 or 23)
4. Continuous Session (see Continuous Progress or Multiple Trails Plan, nos. 2, 3, 8 or 23)

5. Continuous 16-Week Trimester
An accelerated program designed to save one year in seven, ten years in 13. Pupils attend school three 16-17 week sessions (48 weeks per year).
6. Double Session - Extended School Year
Shorten the school day, double session and lengthen the school year.
7. Eight Weeks On, Two Weeks Off
Eight weeks in school, two weeks off. Could be staggered, mandated or optional.
8. Extended K-12 Plan (see Continuous Learning Patterns, nos. 2, 3, 4, or 23)
9. Extended School day
Increase the school day to give students extra classes.
10. Expanded Summer Program
Develop a new 6-, 7-, 8-week summer program to enrich or make-up back learning situations.
11. Five-Semester (Mandated) (see Quinmester or Five-Term Mandated, nos. 12, 13 or 26)
12. Five-Semester (Optional) (See Term Optional, nos. 11, 13 or 26)
13. Five-Term (Mandated) (see Quinesters, nos. 11, 12 or 26)
Pupils attend four of five nine-week sessions on a rotation basis.
14. Five-Term (Optional)
Pupils attend four of five nine-week terms on an optional basis. The family decides when the children shall be in school.
15. Forty-Five, Fifteen Plan
Nine weeks in school, three weeks out. Can be rotated, staggered or full attendance.
16. Forty-Eight Five-Quarter
Attends four 12-week sessions and drops out one 12-week session.
17. Four Days On, One Day Off
Students alter their schedule by attending four days with one day off each week.
18. Four-Term (see Quadrimester Plan)
New structured curriculum from two 90-day semesters to four 45-day terms. Pupils attend all four (doubles flexibility of student scheduling).
19. Four-Quarter (see nos. 20, 21 or 28)
Calendar broken into 60-day (12-week) units. Students attend three of four

20. Four-Quarter (Optional) (see Four-Quarter, nos. 19, 21 or 28)
21. Four-Quarter (Mandated) (see nos. 19, 21 or 28)
22. Four Weeks On, One Week Off
Similar to three weeks on, one week off. Rotated school calendar.
23. Multiple Trails Plan (see Continuous Progress Plan, nos. 2, 3, 4, 8 or 23)
24. Nine-Three Concept (see Forty-Five, Fifteen Plan, no. 15)
Nine weeks on, three weeks off (can be staggered, rotated or full attendance).
25. Optional Split Trimester
This is six eight-week units. A pupil attends five of six-week units (40 weeks).
Could be optional or mandated.
26. Quadrimester Hour Plan (see Extended School Year Double Sessions, no. 6)
Extended school plan, half day sessions extended to 225 days. Four hours for 225 days instead of five hours for 180 days (could also mean five 45-day terms, (see nos. 11, 12 or 13).
27. Quadrimester Plan
Five 45-day periods. Students attend four of five (can be mandated or optional).
28. Rotating Four-Quarter (see Four-Quarter, nos. 18, 19, 20 or 21)
Could be optional or mandated.
29. Rotating Semi-Semester (Four 9-3 Sessions)
Four 12-week sessions, where students attend school nine weeks on and vacation three weeks off. Four 12-week (9 plus 3) units.
30. Rotating Trimester
Students attend two of three 75-day semesters (15 weeks). Would have longer class periods or lengthened school days to provide minimum experience.
31. Rotating Twelve-One Plan
Students attend three of four 12-week sessions and everybody has one week off vacation together after each 12-week term.
32. Rotating Twelve-Four Plan
Students attend three of four 12-week sessions with four weeks off for all, each semester.
33. Six Semester (see Optional Split Trimester, no. 25)
34. Six Quarters On, Two Off
Students attend 72 weeks of school, and take a sabbatical leave type vacation

35. Ten-Three Plan
Ten weeks in school followed by three weeks vacation.
36. Three Block - Three Term Plan
Three 13-week blocks separated by a four-week block.
37. Three Weeks On, One Week Off
Students attend three weeks on, take one week off. Curriculum is a vast series of nine three-week classes.
38. Tri Twelve-Four Plan
Each third equals 12 weeks on, four weeks off. Pupils attend 36 weeks and is off 12 weeks each year.
39. Twenty-Six Plan
Twenty weeks in school with a six-week vacation.
40. Two Hundred-Ten Day Year
Extended regular school year which enables additional learning situations.

MEETING OF ADVISORY BOARD ON CONTINUOUS SCHOOL PLAN
May 11, 1971

Co-Chairman, Carroll Hermanson conducted meeting. Present were:

Charles Becker	Skip Squires	Gordon Russell
Carroll Hermanson	Ray Dorsing	John Schaffer
Roy Asbahr	Darrell Shepherd	Elmer Summerfield
Bonnie Orcutt	Conda Dunstan	Claude Buckley
Mrs. Desmond Connall	Jim Gooding	Sibyl Kile
Roger Shields	Carol Winkler	Ed Hug
Jack Allen	Larry Oslund	Keith Kearsley
Rita Havley	Mike Spike	

Gordon Russell explained the new concept of 45-15 plan which eliminates spring vacation and allows everyone six weeks of summer vacation. The first vacation would begin early in June, the last one in August. Suggested possibility of people being able to make a choice as to which group they would like to be in and provide more flexibility.

He also said they had studied the operating cost of buses and found that to run on the same schedule they now operate but continue it through the year would cost very little more than to change the schedule to fit neighborhoods. It would also eliminate problem of youngsters wishing to start over in a group and make it easier for participation in extra curricular activities. There would be a late activities bus to take youngsters home.

Chairman read list of questions under consideration last week and asked the three "buzz" groups to continue this discussion and try to at least consider the last question -- Where do we go from here?

SUMMARY OF CONCLUSIONS FROM ALL GROUP DISCUSSIONS:

Feel the new concept of 45-15 plan, eliminating spring vacation and leaving present bus schedule in operation, is much more acceptable and takes care of many problems.

Understand the 45-15 plan but do not necessarily feel it is the answer to the problem.

Did not think a parent's choice of groups would work as they probably wouldn't like it if their choice was not accepted.

Some concern exists regarding pupil teacher relationships if child has different teacher each time he returns to school, particularly if child has some learning or emotional problems.

Felt very careful consideration should be given to grouping of students, particularly those in group D. If they were weak students how would they be able to begin again? Because of the different learning abilities of each child and what could happen to the ones that fall behind, much thought should be given this.

Primary question -- Where do we go from here?

It would be easier to continue to operate as we are now but bonds money must be voted. We are at a point where a choice must be made as to NEW SCHOOLS or NEW PLAN OF OPERATION

General feeling that a bond issue should be offered. Do not think it will pass but should be tried. However, the public should first be informed of the problem the community is faced with and the alternatives they have. Also felt that Fall is a poor time to offer bond issue.

Committee should keep in mind that it is not trying to sell the 12 month school but members are trying to acquaint themselves and the public, with various continuous school plans for consideration as an alternative to new schools.

MOST IMPORTANT CONCLUSION from all groups was that people MUST be informed of what is going on, what is being done, what is being considered, what the problems are and what possible solutions are. THE PEOPLE ARE THE ONES WHO WILL HAVE TO MAKE THE DECISION. Some felt that this advisory group is not a true representation of the community and they need to find out what the real feeling of the community is. This possibly could involve a professional survey (which would be time consuming). Need to find a way of communicating with people who are not parents but who are tax payers and voters.

HOW DO WE GO ABOUT GETTING INFORMATION TO THE PUBLIC?

Suggested buying space in the Outlook, publish the chart which the committee has considered, with clear explanation of same. Also publish information on other types of year-round school plans.

There is a list of registered voters available. Could mail information to these people, at a cost of approximately \$100.

Most felt that public meetings would be necessary, presenting at these meetings the same kind of information this committee has been considering. Possibly the best place to start would be with individual buildings and their PST clubs. Public is going to have to arrive at the same kinds of decisions advisory group is making therefore need same information.

One group felt that educating the public as to year-round schools will not bring a decision unless we are able to answer for them the question of just how much it is going to cost each individual for each plan under consideration as well as the cost to each if new schools are to be built. This question will need to be answered for more than just one year. Projected costs will be necessary.

Did not think that literature could be mailed or distributed to the people "cold" and expect them to understand it. Felt newspaper best media to use first with group meeting public meetings to follow.

Question was asked, "Do you think that if we set next Tuesday night for a public meeting that we are well enough prepared to be able to answer any questions that might be brought up?" Only one group felt they were not adequately informed to do so.

Suggested that perhaps now is the time we should get some direction from the School Board. Is the School Board going to be willing to subject themselves to criticism by adopting one plan or another?

The executive committee for this advisory group on continuous schools will meet on Tuesday next, May 18, to consider what has transpired so far. They will try to come to some conclusions and offer direction for next step.

What Does Evaluation Say About the 45-1. Plan?

April, 1971
William M. Rogge
Director of 45-15 Evaluation
Valley View Dist. #96
Lockport, Illinois 60441

Introduction

Under a grant from the United States Office of Education, base line data was collected by which to gauge changes under the 45-15 Plan. Data included student achievement, costs, faculty opinions, community attitudes, and priority concerns for evaluation by the school board and administration. This information is available in a final report (Cost= \$15.00) from the
Research and Development Office
Valley View School District #96
Dalhart Avenue
Lockport, Illinois 60441.

Below is given a short summary of that report, plus some other information that is being collected under a new evaluation project supported by the Office of the State Superintendent of Public Instruction, Springfield, Illinois.

Summary

I Student Reaction

About 300 pupils in grades 4, 5, and 6 have been given a short check list by which they can indicate their reactions to the 45-15 Plan and to possible indirect consequences of the Plan, such as teacher fatigue. No significant differences have yet been found to distinguish reactions of a year ago with those in March, 1971. The means of the items are given in Table 1. The means were generated from a rating scale with the following values.

1. Always true
3. True about half of the time
5. Never true

	last year.	3.2	3.8
3.	I do my assignments on time.	2.6	2.4
4.	I am late for class(es).	4.7	4.5
5.	I like this class.	2.2	2.1
6.	My teacher wants me to do too much work.	4.3	4.2
7.	My teacher makes the class work exciting.	3.0	2.6
8.	My teacher picks on certain students in the classroom.	3.0	3.6
9.	My teacher is "crabby".	4.3	4.4
10.	Two or three teachers work together in this classroom.	4.9	4.6
11.	My teacher criticizes (complains) about the 45-15 Plan.	4.5	4.6
12.	My teacher asks me what I think about the 45-15 Plan.	4.0	3.8
13.	I make higher test scores or grades than anybody else in this class.	4.0	3.8
14.	I talk more than anybody else in this class.	3.7	4.0
15.	I have more trouble with my assignments than anybody else in this class.	3.8	4.1
16.	I say good things about the 45-15 Plan.	3.2	3.2
17.	I feel unhappy when in school.	4.0	3.8
18.	I wish I were in another vacation track.	4.6	4.2

The following conclusions seem warranted.

- The teachers in grades 4, 5, and 6 have not become irritable or tired by working under the 45-15 Plan, as shown by items 7, 8, 9, and 11. (Data will also be collected on other grade levels.)
- The students have not changed in their emotional feelings about the school, as shown by items 6, 16, 17, and 18.
- The students are not behaving any differently in class as shown by items 2, 3, 14, and 16.

II Community Reaction

Based on the re-interview of seventy families originally interviewed just prior to the enrollment of their children, these conclusions seem warranted.

- A small percentage of families who were originally the most negative toward the school system and the 45-15 Plan (these were not two separate attitudes) are still negative.
- All other families remained as positive or were more positive toward the 45-15 Plan than a year ago.
- Only one specific complaint was lodged by several parents that seems directly tied to the 45-15 Plan. Some parents of small children said that the 15 day vacation that occurred during the coldest part of the winter required mothers to keep the children inside more, with consequent irritation to the mothers.
- In contrast were cited several specific advantages by parents, such as spreading the vacation periods throughout the year, visiting parks, and museums at less crowded times than summer, time for winter sports, and elimination of long periods of student random and irresponsible vacation behavior.
- Most families said they made no changes in budgets for food, clothing, babysitting, and spending money. A few families said less spending was required; almost none said more was required. However, those that said the costs were higher did not cite the actual expense but seemed to be using it as another means to express negative feelings about the Plan or the school system.
- Families sometimes reported that they personally knew of a family that had moved out of the district because of the 45-15 Plan. In the future, these families will be contacted to see if they report whether the 45-15 Plan was an important reason for their moving out.

III Costs

Preliminary analysis shows that the school district initially will save at least 2% on total educational costs per child, and eventually could save 4%. A peculiarity of the financial problems of the district (eq., assessed valuation has decreased from \$240,000 per child to less than \$20,000) is that little will be saved now on new construction because the district could not have spent more money even if the taxpayers had wanted to, as the legal limit had been reached for indebtedness. Instead, without the 45-15 Plan, the district would have been on double shifts several months ago. However, if the district remains on the 45-15 Plan after construction needs are met, then the savings could increase to 4% or so.

Aside from reduced debt retirement, savings can be made in better use of equipment, reduced administrative costs, and extended use of instructional materials. In the short run, salary costs could go up, if most teachers choose to work under 240-day contracts and these teachers are more experienced and thereby higher on the salary schedule than the teachers the district would have hired if all teachers had 180 day contracts. In the long run, especially if many schools move to year round operation, then the cost might go down because teacher groups will have less stringent salary demands with the higher income possible on 12-month contracts.

I. Student Achievement

The first rigorous post-test achievement testing of pupils will not be done for another month. The pre-test results showed no significant differences between attendance tracks but important differences between some schools at certain grade levels, largely accounted for by differences in ability test results, and a lower achievement level when moving into the district. Achievement level is significantly lower for those children whose families have recently moved into the district.

Subjective reports by most teachers are that pupils are doing better school work with four short vacations rather than one long summer vacation.

V Opinions of Professional Staff

The professional staff will not re-evaluate the 45-15 Plan until June, when an institute day will be devoted to that task.

A year ago, the teachers were given a long questionnaire in which they could react to various features of the 45-15 Plan. Most of the teachers were mildly or strongly in support of the Plan. Many of the small number who were opposed also said that they would not be returning.

Their opinions on many specific outcomes of the Plan were varied, and often conflicting. Thus, many teachers thought the costs per child would increase for administration, maintenance, and instructional materials, contrary both to the opinions of administrators and our preliminary cost analysis. However, most teachers thought children would learn as much or more under the 45-15 Plan.

The feature that the teachers overwhelmingly liked was the selection of contracts of various lengths. Most of those who wanted to work "full time" were given such contracts.

GRESHAM YEAR-ROUND PLAN
Gresham Grade School District #4
Information Sheet

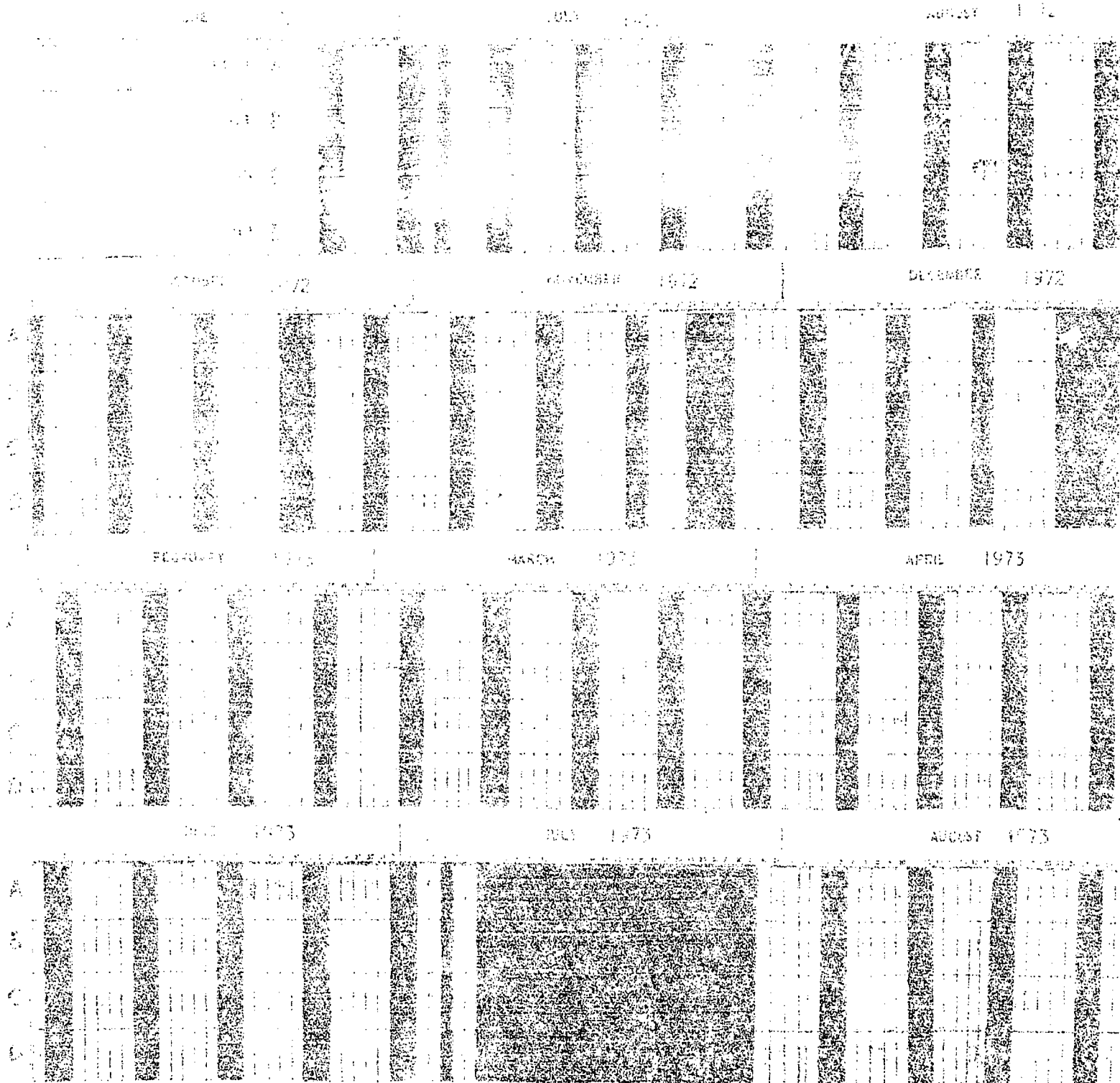
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 2. Each family will be given an opportunity to select the group in which they wish to belong. Each family will be asked to give a 1,2,3,4, preference and the first choice will be given fullest consideration.
 3. All children in the same family will be in the same group.
 4. Buses will provide transportation for the entire district each school day. Primary afternoon bus runs will also pick up vacationing students participating in after school activities. An activity bus will return them home.
 5. All legal school holidays are closing days. All pupils are out of school at the same time for a week at Christmas and for a three week period during July.
 6. Additional buildings will be constructed to provide adequate classroom space as they are needed. The plan will not eliminate the need for additional buildings but will cut the number by approximately 33%.
 7. The year-round program provides a learning situation comparable to the traditional nine month system. The plan also offers a greater flexibility in curriculum planning.
 8. The plan may be terminated at any time provided a 1½ year phase-out period is allowed.
 9. Building need cost comparisons are detailed on a separate chart. Comparison of home owner cost/\$1000.00 of assessed value is not predictable due to the rapid fluctuation of our districts total assessed valuation.
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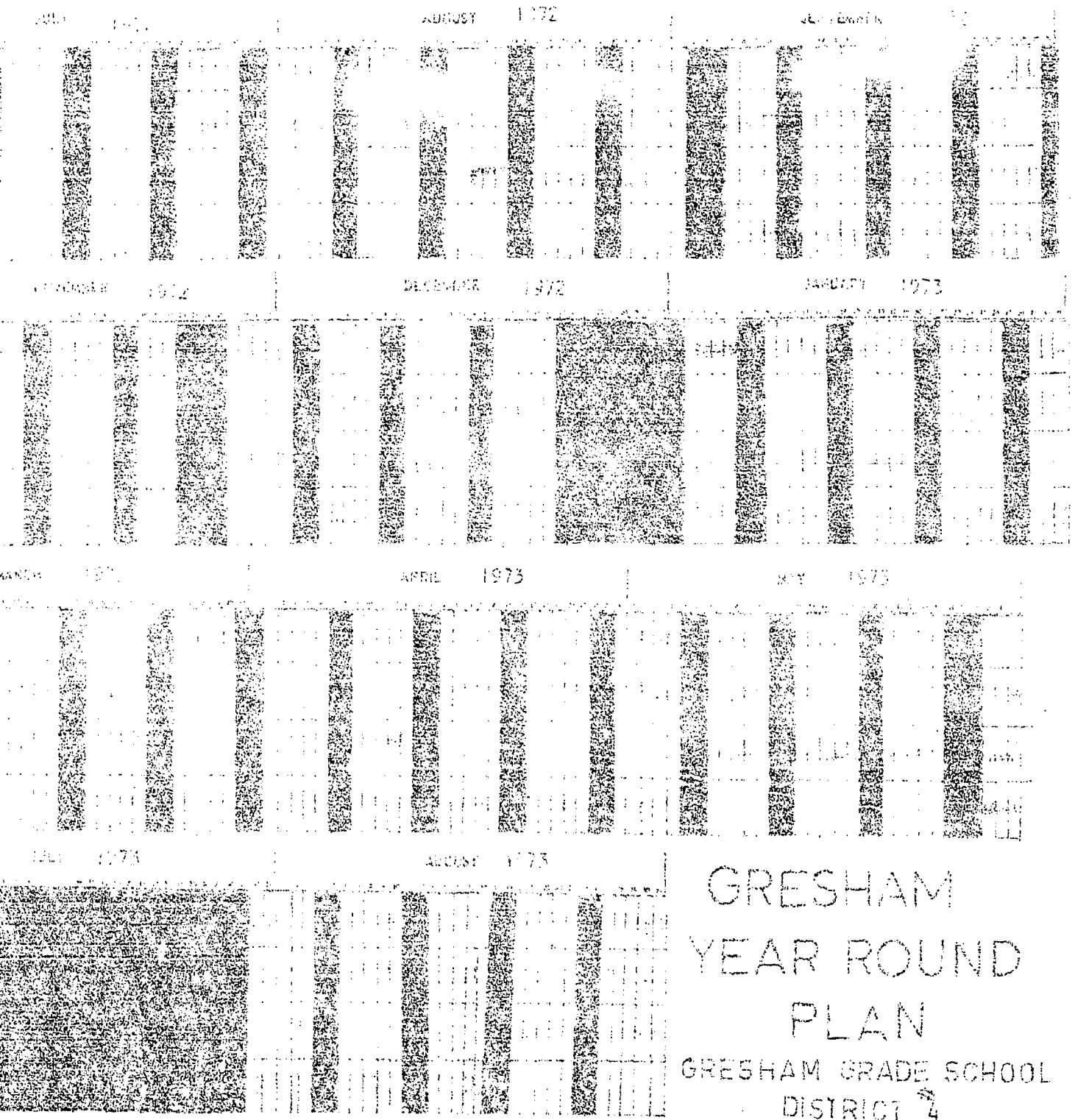
A SAMPLE SURVEY VOTE OF INTEREST IN THE YEAR-ROUND PLAN IS TO BE CONDUCTED IN THE NEAR FUTURE. THE SAMPLE SURVEY WILL BE SENT TO THOSE WHO VOTED IN THE MAY 3, 1971 BUDGET ELECTION.

ANY OTHER REGISTERED VOTER WITHIN THE DISTRICT MAY BE A PART OF THE SURVEY BY APPEARING IN PERSON AT THE DISTRICT CLERKS OFFICE, 1400 S.E. Fifth, MCCARTY SCHOOL, FOR A SURVEY BALLOT.

GRESHAM YEAR-ROUND PLAN
Gresham Grade School District #4
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Year-Round School
GROUP EXAMINES PLAN

Article from Gresham Grade News & Views

An advisory committee, made up of Gresham Grade district residents and personnel, is currently making a study of the possibilities in a 45-15 school attendance program.

The program, which calls for year-round utilization of facilities, would have each student attend class 45 days, then have a 15-day vacation. By staggering entrance dates for about one-fourth of the students every 15 school days, the first group to enter completes its 45 days of learning and starts its vacation the day the fourth group enrolls.

It would automatically gain a third more classroom space.

In a recent meeting the committee agreed that emergency steps are needed. "If we stay as we are, bond issues are needed immediately."

After Gresham Highland is open in the fall of 1972, a new building probably would not be needed until the 1974-75 school year if year-round use of facilities could be arranged, Superintendent Gordon Russell pointed out.

District growth rate is now at 14 percent.

Russell said that under the present nine-month term the district would need to build five schools during the years 1973-77. Under the year-round system perhaps only three would be needed for the same period.

More information concerning the program will be made available to district residents in the near future.

MEETING OF ADVISORY COMMITTEE ON CONTINUOUS SCHOOL PLAN
May 25, 1971

Co-chairman, Skip Squires, conducted meeting. Those present were:

Carroll Hermanson	Jim Lindsay	Skip Squires
Charles Becker	Conda Dunstan	Mike Spike
Larry Syron	Jim Gooding	Rita Havely
Byron Thomas	Elmer Sturm	Marilyn McVey
Roy Asbahr	Larry Oslund	Darrell Shepherd
Bonnie Orcutt	Ray Dorsing	Mabelle Ludtke
	Mrs. Desmond Connall	Sibyl Kile

Mr. Squires stated that the school board had directed the Advisory Committee on continuous school to find out, by some method, how the voters feel. The steering group had met and made plans for public meetings to be held at each of the four grade schools on Tuesday, June 1 at 7:30. Members of Advisory Committee will conduct these meetings. Mr. Schaffer and Mr. Russell will visit two schools on Tuesday, June 1. Another meeting will be held in each of the schools on the following Monday. They will visit the other two schools on that date.

Meeting will be for purpose of advising public of the problems and alternatives they have in current school room crisis. Meanwhile there will be a mailing of information on year-round school, information on costs of new buildings, projected needs and other statistics. The committee has considered in its study. Newspaper articles will be published on the subject and a voter opinion ballot will be mailed to all registered voters who voted in the May 1971 budget election. Ballot, with return postage paid, is to be returned to the school.

The Committee felt the opinion ballot was too "loaded" and not only should be reversed in order of questions but perhaps some of the wording should be changed. After considerable discussion a vote was taken. Result: 4 voted not to change the card and 10 voted to change it, 5 people did not vote. Since cards have already been printed, Mr. Squires will contact Mr. Russell regarding this matter.

Question was asked as to what would happen if the answer to both questions on opinion ballot bring up a "No" result on both. It was suggested then that we could offer the people double shifting, which item was left off the ballot because people have already indicated they do not want that.

There was some discussion on grouping problems. The question was asked as to whose decision it was that grades 1-3 would have the same teacher all year and grades 4-8 might have the same teacher. Some discussion followed.

It was the general opinion of majority of members present that people are going to believe that the year-round school will remove the necessity of building new buildings and that somehow this committee must get across the fact that it is only a stop-gap measure and that more new buildings will be needed perhaps within two years.

Those present also felt that the public is going to want to know something of the costs of either program in terms of what it will mean in tax dollars paid by each. Mr. Squires pointed out that as a committee we could not give the people an answer to this question. With the rapid changes that are being made now it is to uncertain a subject on which to give out facts. Not only that, but once given the people would tend to try to hold the school board to its word. Committee still felt that something in the way of comparison costs and projected costs should be given the people.

They were told that the mailing that will go with the voter opinion ballot will include not only the 45-15 plan but fact sheet and cost comparisons the committee has already studied.

Mr. Squires asked that representatives from each school get together at the close of meeting to plan their agenda for the two public meetings to be held at their school. These committee members will conduct the meetings. Some of the points the committee needs to consider are:

1. First of all committee members should introduce themselves and co-workers. They should also introduce Mr. Russell and Mr. Schaffer when present.
2. Be sure to have a definite agenda prepared for the meetings.
3. Make sure that the people understand that the year-round plan does not solve the problem of building new schools. It will cut costs as a continuous program and make fewer new schools necessary but it is possible that a new school will be needed within two years.
4. Point out that the year-round plan does not have to be adopted but if it is not it will be necessary to pass bond issues for new schools immediately or double shift.

Committee felt that at least one member of the school board should be present at each of the four meetings, both nights.

Meeting closed and representatives gathered to plan individual school meetings.

SECTION 7

VOTER OPINION SURVEY

Dear Registered Voter:-

The Gresham Grade School District Board has been studying the possible year-round use of school facilities in order to meet the fast growing district enrollment.

There have been a number of informational articles in the local newspapers in recent weeks and an advisory committee is aiding the board in this study.

The school board has authorized a survey of Gresham residents to sample voter opinion regarding the year-round plan.

The sample survey is being sent to those who voted in the May 3, 1971 budget election. Any other registered voter may be a part of the survey by appearing in person at the district clerk's office, 1400 S.E. Fifth, McCarty School, for a ballot.

We hope the attached information will be helpful.

Please return the card by Monday, June 7, 1971.

Thank you.

Board of Education
Gresham Grade School District #4

(Sample of post card enclosed with above letter)

GRESHAM GRADE SCHOOL DIST. #4
VOTER OPINION BALLOT

Would you be in favor of passing a bond
issue each year to provide projected
district needs?

☐ Yes

☐ No

If the above answer is No, would you be
in favor of the year-round plan and
continuous use of school buildings?

☐ Yes

☐ No

PLEASE MAIL BY MONDAY, JUNE 7, 1971
POSTAGE WILL BE PAID BY DISTRICT

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Board of Education
Gresham Grade School District #4

SURVEY RESULTS:

For Year-Round School	276
For Passing Bond Issues	81
Yes on Both Questions	15
No on Both Questions	<u>25</u>
	397

GRESHAM YEAR-ROUND PLAN
Gresham Grade School District #4
Information Sheet

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GRESHAM GRADE SCHOOL DISTRICT #4

April 1971

PROJECTED CLASSROOM REQUIREMENTS - BOND ISSUE CONSTRUCTION

SCHOOL YEAR	GRADES 1-6		GRADES 7-8		NEW BUILDINGS REQUIRED
	Projected Enrollment	Capacity	Projected Enrollment	Capacity	
1972-73	2785	2750	937	800	*Highland School (1-6) -Part Gr. 7 to East School -Possible use of St. Henry -Possible schedule change
1973-74	3076	3300	1011	800	*Building #6 (1-6) -East becomes 6-7 grade center (300-7th, 200-6th) -McCarty 511-8th 200-7th -Possible portables
1974-75	3365	3300	1115	1600	*Bldg. #2 (7-8) -East return to (1-6)
1975-76	3870	3850	1290	1600	*Bldg. #7 (1-6)
1976-77	4414	4400	1450	1600	*Bldg. #8 (1-6)
1977-78	5078	4950	1680	1600	*Bldg. #9 (1-6)

Elementary Building - Grades 1-6 - capacity 550

Middle Building - - Grades 7-8 - capacity 800

Based on 25 students/classroom

GREEN AM GRADE SCHOOL DISTRICT #4

April 1971

PROJECTED CLASSROOM REQUIREMENTS - YEAR ROUND SCHOOL PLAN

SCHOOL YEAR	GRADES 1-6		GRADES 7-8		NEW BUILDINGS REQUIRED
	Projected Enrollment	Capacity	Projected Enrollment	Capacity	
1972-73	2785	3500	937	1000	*Highland School (1-6)
1973-74	3076	3500	1011	1000	
1974-75	3365	3500	1115	1000	Possible re- schedule gr.7-8
1975-76	3870	4236	1290	2000	*Bldg. #2 (7-8) *Bldg. #6 (1-6)
1976-77	4114	4236	1450	2000	-Use part middle bldg. for 1-6
1977-78	5078	4972	1680	2000	*Bldg. #7 (1-6)

Elementary Building - Grades 1-6 - capacity 736

Middle Building - Grades 7-8 - capacity 1000

Based on 25 students/classroom

COST COMPARISON ESTIMATE
OF
BUILDING NEEDS IN GRESHAM SCHOOL DISTRICT #4
FOR A 9 MONTH SCHOOL YEAR AND A 12 MONTH SCHOOL YEAR

SCHOOL YEAR	9 MONTH BUILDING	COST +	12 MONTH BUILDING	COST +
1973-74	Grade 1-6	\$1,399,680.00		
1974-75	Grade 7-8	\$1,760,000.00		
1975-76	Grade 1-6	\$1,632,586.00	Grade 1-6) Grade 7-8)	\$3,614,844.00
1976-77	Grade 1-6	\$1,763,193.00		
1977-78	Grade 1-6	\$1,904,248.00	Grade 1-6	\$1,904,248.00
	5 Buildings	\$8,459,707.00	3 Buildings	\$5,519,092.00
	Fees	507,582.00	Fees	331,145.00
	Equipment	800,000.00	Equipment	500,000.00
		\$9,767,289.00		\$6,350,237.00

\$9,767,289.00
 - 6,350,237.00
 \$3,417,052.00

SECTION 8

DISTRICT INFORMATIONAL MEETINGS

DISTRICT INFORMATIONAL MEETINGS

The school board asked the Advisory Committee to find out, by some method, how the patrons in the district felt about the year-round plan. The steering group met and made plans for a public meeting to be held at each of the four grade schools.

Meetings were to be for the purpose of advising the public of the problems and alternatives in the current enrollment crisis.

During this same period there would be mailings of information on costs and programs of the various plans. Newspaper articles and the voter opinion pole were also activated.

Advisory committee members were to conduct the meetings and consider these points:

1. Introduce themselves and other committee members.
2. Be sure to have a definite agenda for the meeting.
3. Make sure that the people understand that the year-round plan does not solve the problem of building new schools. It will cut costs as a continuous program and make fewer new schools necessary but it is possible that a new school will be needed within two years.
4. Point out that the year-round plan does not have to be adopted but if it is not it will be necessary to pass bond issues for new schools immediately or double shift.

Committee members felt that at least one member of the school board should be present at each of the meetings.

GRESHAM GRADE SCHOOL DISTRICT #4

NOTICE TO PARENTS

The Gresham Grade School District Board has been studying the possible YEAR-ROUND USE OF SCHOOL FACILITIES in order to meet the fast growing district enrollment.

An advisory committee has been aiding the board in this study.

MONDAY, JUNE 7, 7:30 p.m., groups from the advisory committee will conduct informational meetings at NORTH, EAST, WEST and POWELL VALLEY SCHOOLS. We urge you to attend.

GRESHAM GRADE SCHOOL DISTRICT #4

NOTICE TO PARENTS

The Gresham Grade School District Board has been studying the possible YEAR-ROUND USE OF SCHOOL FACILITIES in order to meet the fast-growing district enrollment.

An advisory committee has been aiding the board in this study.

TUESDAY, JUNE 1, 7:30 p.m. groups from the advisory committee will conduct informational meetings at NORTH, EAST WEST, and POWELL VALLEY SCHOOLS. We urge you to attend.

GRESHAM GRADE SCHOOL
DISTRICT #4

YEAR-ROUND SCHOOL PLAN
PUBLIC INFORMATION MEETING

AGENDA

1. Introductions
2. Advisory Committee Background
3. Enrollment Projections
4. Classroom Requirements - Bond Issue
5. Classroom Requirements - Year-Round Plan
6. Comparison Estimate
7. Year-Round Plan Information
8. Discussion

YEAR	780	*1
50-51	830	
51-52	860	*2
52-53	873	
53-54	950	
54-55	994	
55-56	1040	
56-57	1076	
57-58	1096	
58-59	1158	*3
59-60	1180	
60-61	1413	
61-62	1466	
62-63	1523	
63-64	1654	10.1%
64-65	1843	10.4%
65-66	1954	7.3%
66-67	2149	8.8%
67-68	2348	8.4%
68-69	2530	7.9%
69-70	2850	13.3%
70-71		

GRESHAM ELEMENTARY SCHOOL GROWTH RECORD

Scale - approx. 1/8 inch represents 100 students

*School year building was occupied

*1 East School

*2 East School addition

*3 North School

*4 Powell Valley new school

*5 Dexter McCarty

*6 Highland School will be ready
for use Fall 72'

Projected

71-72	3400	(St. Henry Included)	18.3%
72-73	3740		10.7%
73-74	4110		9.8%
74-75	4479		9.5%
75-76	5160		15.0%
76-77	5864		13.6%
77-78	6758		15.2%

GRESHAM GRADE SCHOOL DISTRICT #4

April 1971

PROJECTED CLASSROOM REQUIREMENTS - BOND ISSUE CONSTRUCTION

SCHOOL YEAR	GRADES 1-6		GRADES 7-8		NEW BUILDINGS REQUIRED
	Projected Enrollment	Capacity	Projected Enrollment	Capacity	
1972-73	2785	2750	937	800	*Highland School (1-6) -Part Gr. 7 to East School -Possible use of St. Henry -Possible schedule change
1973-74	3076	3300	1011	800	*Building #6 (1-6) -East becomes 6-7 grade center (300-7th, 200-6th) -McCarty 511-8th 200-7th -Possible portables
1974-75	3365	3300	1115	1600	*Bldg. #2 (7-8) -East return to (1-6)
1975-76	3870	3850	1290	1600	*Bldg. #7 (1-6)
1976-77	4414	4400	1450	1600	*Bldg. #8 (1-6)
1977-78	5078	4950	1680	1600	*Bldg. #9 (1-6)

Elementary Building - Grades 1-6 - capacity 550

Middle Building - - - Grades 7-8 - capacity 800

Based on 25 students/classroom

GRESHAM GRADE SCHOOL DISTRICT #4

April 1971

PROJECTED CLASSROOM REQUIREMENTS - YEAR ROUND SCHOOL PLAN

SCHOOL YEAR	GRADES 1-6		GRADES 7-8		NEW BUILDINGS REQUIRED
	Projected Enrollment	Capacity	Projected Enrollment	Capacity	
1972-73	2785	3500	937	1000	*Highland School (1-6)
1973-74	3076	3500	1011	1000	
1974-75	3365	3500	1115	1000	Possible re- schedule gr.7-8
1975-76	3870	4236	1290	2000	*Bldg. #2 (7-8) *Bldg. #6 (1-6)
1976-77	4414	4236	1450	2000	-Use part middle bldg. for 1-6
1977-78	5078	4972	1680	2000	*Bldg. #7 (1-6)

Elementary Building - Grades 1-6 - capacity 736

Middle Building - Grades 7-8 - capacity 1000

Based on 25 students/classroom

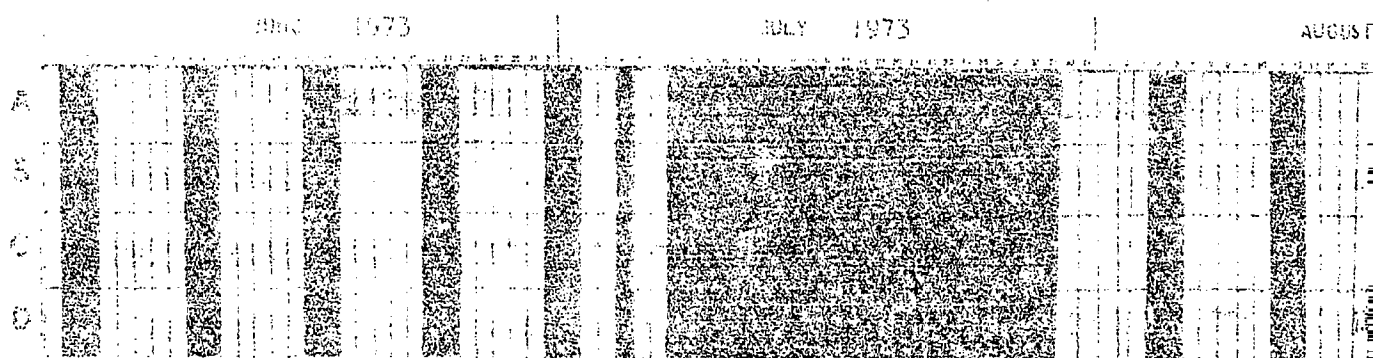
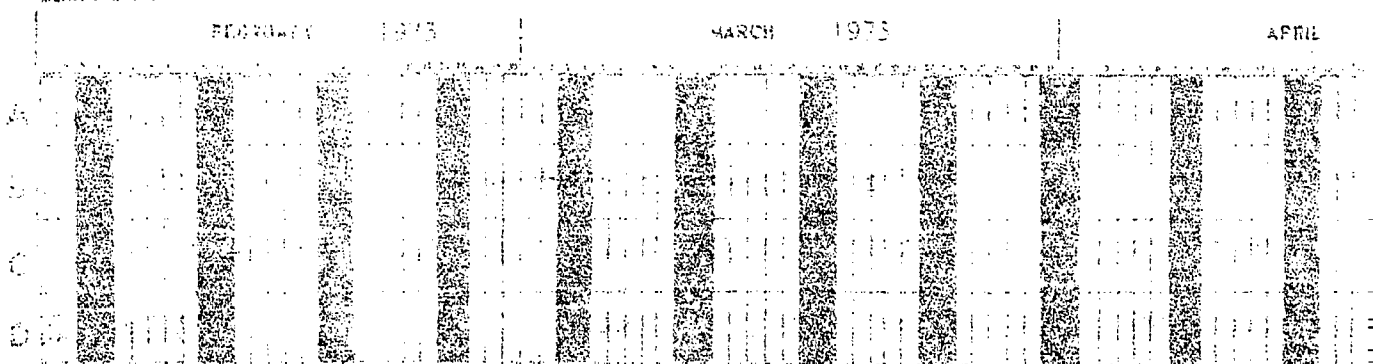
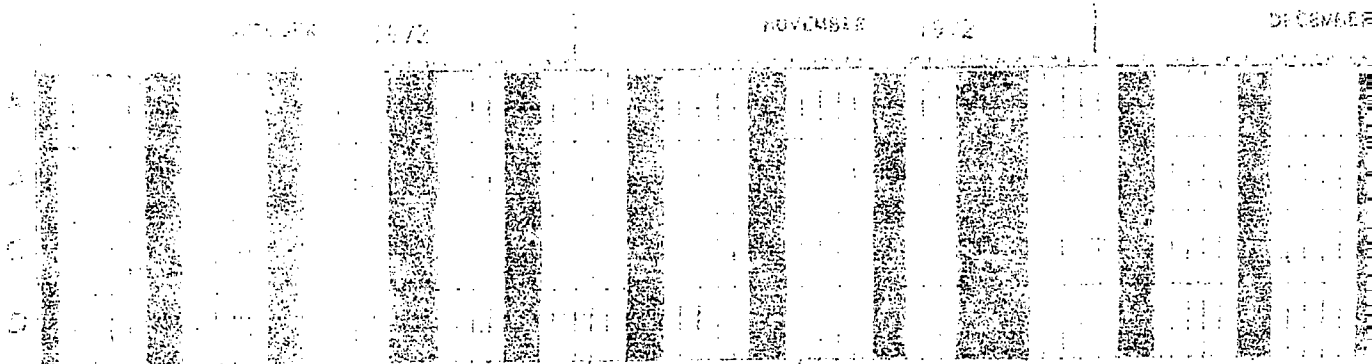
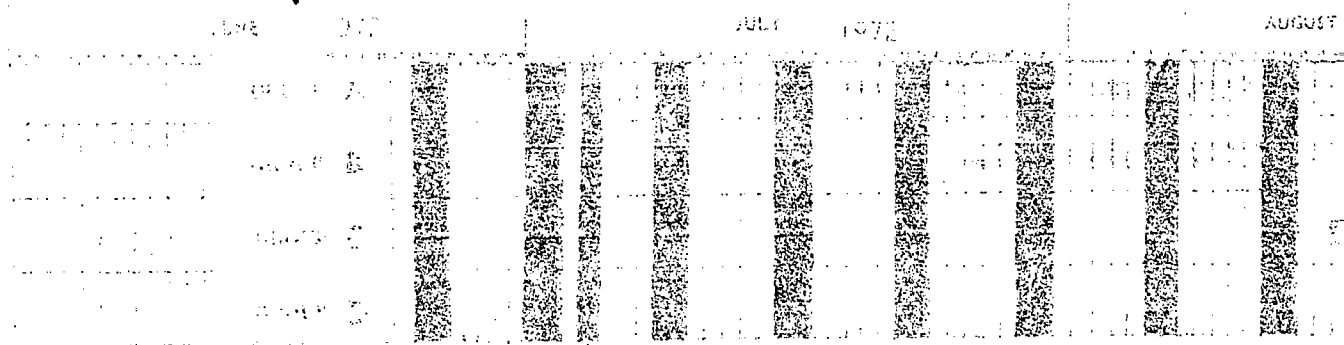
COST COMPARISON ESTIMATE
OF
BUILDING NEEDS IN GRESHAM SCHOOL DISTRICT #4
FOR A 9 MONTH SCHOOL YEAR AND A 12 MONTH SCHOOL YEAR

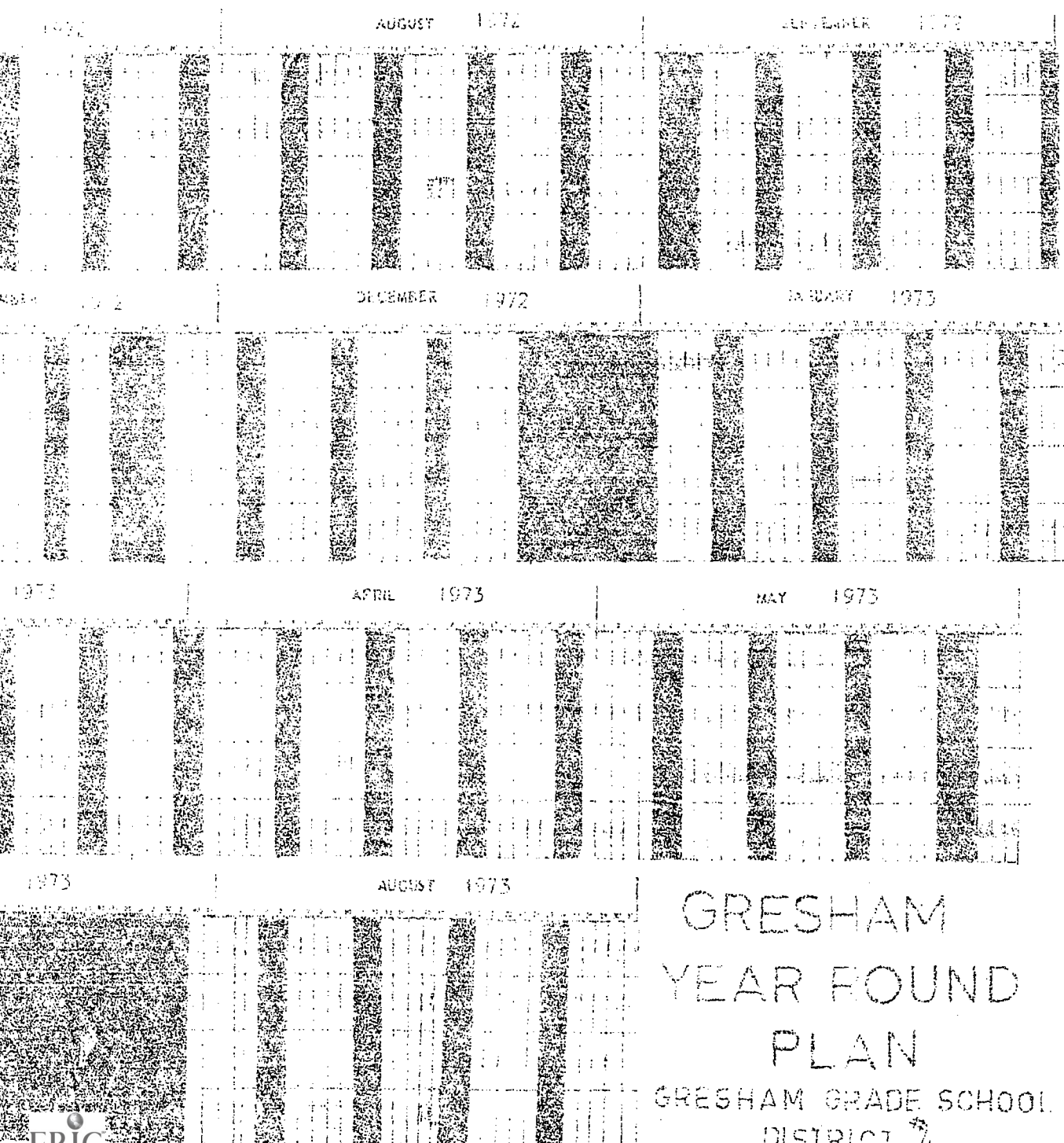
SCHOOL YEAR	9 MONTH BUILDING	COST +	12 MONTH BUILDING	COST +
1973-74	Grade 1-6	\$1,399,680.00		
1974-75	Grade 7-8	\$1,760,000.00		
1975-76	Grade 1-6	\$1,632,586.00	Grade 1-6) Grade 7-8)	\$3,614,844.00
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\$9,767,289.00
 - 6,350,237.00
 \$3,417,052.00

GRESHAM YEAR-ROUND PLAN
Gresham Grade School District #4
Information Sheet

1. Students in the primary grades will have the same teacher throughout the year. Students in grades 4-8 may have the same teacher.
2. Each family will be given an opportunity to select the group in which they wish to belong. Each family will be asked to give a 1,2,3,4, preference and the first choice will be given fullest consideration.
3. All children in the same family will be in the same group.
4. Buses will provide transportation for the entire district each school day. Primary afternoon bus runs will also pick up vacationing students participating in after school activities. An activity bus will return them home.
5. All legal school holidays are closing days. All pupils are out of school at the same time for a week at Christmas and for a three week period during July.
6. Additional buildings will be constructed to provide adequate classroom space as they are needed. The plan will not eliminate the need for additional buildings but will cut the number by approximately 33%.
7. The year-round program provides a learning situation comparable to the traditional nine month system. The plan also offers a greater flexibility in curriculum planning.
8. The plan may be terminated at any time provided a 1½ year phase-out period is allowed.
9. Building need cost comparisons are detailed on a separate chart. Comparison of home owner cost/\$1000.00 of assessed value is not predictable due to the rapid fluctuation of our districts total assessed valuation.





GRESHAM
YEAR ROUND
PLAN
GRESHAM GRADE SCHOOL
DISTRICT 2

YEAR-ROUND PLAN

GRESHAM GRADE SCHOOL DISTRICT #4

ADDITIONAL INFORMATION

1. Some teachers in grades 4-6 may wish to develop a team approach and not track with the same group the full year.
2. East school and West school are not air-conditioned at this time. Cost estimates from Western Engineers Company indicates between \$2500.00 - \$3000.00 per room or about 3.00/sq. ft.

West School-----18 rooms x 2500 = \$45,000.00

East School-----22 rooms: x 3000 = \$66,000.00
\$111,000.00

3. Highland School - tax cost/year (1971)

\$140,000,000. estimated assessed value of district January 1971

\$ 147,000. approximate yearly payment for principal and interest.

This would cost about \$1.00 per \$1,000.00 of assessed value for home or property.

\$30,000 home value - \$30.00/year for Highland School.

4. Operating Levy - Voted yearly by the district unless the tax base is sufficiently high. Includes salaries, supplies, textbooks, transportation, fixed charges, etc. for day-to-day operation of the schools.
5. Bond Issues - Are separate from money needed to run the schools. Bond issues are used to provide money for building and equipping new schools as well as acquisition of school sites.

SECTION 9

ADVISORY COMMITTEE RECOMMENDATIONS

ADVISORY COMMITTEE RECOMMENDATION

The committees after much study of the present situation, growth projections, alternatives available recommended:

1. OF THE ALTERNATIVES AVAILABLE, THE YEAR-ROUND SCHOOL PLAN WAS MOST DESIRABLE.
2. OF THE YEAR-ROUND PLANS STUDIED, THE 45-15 PLAN WAS MOST ADAPTABLE TO OUR NEEDS.
3. IMMEDIATE ACTION BY THE GRESHAM GRADE SCHOOL BOARD IS NECESSARY.

GORDON A. RUSSELL
Superintendent

John G. Schaffer
Asst. Superintendent--
Curriculum Director

Ann Root
Deputy Clerk

Business Office--665-7138

BOARD MEMBERS

Merrie Surface, Chairman
William St. Hilborn, Asst. Chairman
Garvin Johnson
Richard C. Clow
Dr. Malcolm MacGregor

GRESHAM GRADE SCHOOL DISTRICT NO. 4
1400 S. E. Fifth
Gresham, Oregon -- 97030

DEXTER MC CARTY SCHOOL
1400 S. E. Fifth
J. Merr, Princ. 665-0148

EAST SCHOOL
200 S. E. Fifth
Wm. Jackson, Princ. 665-3995

NORTH SCHOOL
1001 S. E. 217th
E. Summerfield, Princ. 665-8380

POWELL VALLEY SCHOOL
Rt. 2, Box 178
T. Geddis, Princ. 665-6367

WEST SCHOOL
330 W. Powell
C. Buckley, Princ. 665-3480

Dear

We want to take this opportunity to thank you for your participation on the Year-Round School Advisory Committee.

As you know, the board of directors adopted the plan at the June board meeting. Our year-round program will begin in July 1972.

The research and discussion that took place during your committee meetings laid the ground work for our final decision.

The board has made a slight change in the summer vacation schedule. The three week period when all groups have vacation will be July 30 - August 19. This will allow group D to complete the full year prior to vacation and give group D 8th graders a full six weeks before entering high school.

Once again, thank you for your important contribution to the Gresham Grade Schools.

Sincerely,

Gordon Russell
Superintendent

John Schaffer
Assistant Superintendent

SECTION 10

SCHOOL BOARD ACTION

SCHOOL BOARD ACTION

The June 10, 1971, School Board meeting was to be a meeting of decision.

The board now had the background information and recommendations from the advisory committee.

A series of public discussions had been held at the district schools.

The results from the survey was heavy in favor of a year-round plan.

From the Board Meeting Minutes June 10, 1971:

"At this time discussion was held on the proposed Year-Round School Program. Dick Close made a motion, 2nd by Bill St. Hilaire, that the district proceed with the continuous school year program to begin in July, 1972. After additional discussion school board members asked for a vote on the motion. Motion carried."

BOARD MEETING AGENDA

June 10, 1971

1. Minutes of previous meeting - Bills
2. Swear in new school board members.
3. Hire an auditor for the fiscal year ending June 30, 1971.
4. Hire teachers.
5. Accept two teacher resignations.
6. Hire a counselor - two applications have been received.
7. Discussion on banks for the fiscal year beginning July 1st.
8. Discussion on the cost of the pedestrian activated light in the area of West school.
9. Discussion on the price offer by the state highway dept., for the land needed for the widening of Powell Blvd. in the area of West school.
10. Discussion on cost of the street, sewer, water and storm drainage project with the city of Gresham, in the area of the Gresham Highland school.
11. Discussion on the need to haul away all burnable material from all schools except McCarty, beginning Sept. 1st.
12. Correspondence - letter regarding audit of Title I project for fiscal year 1970.
letter concerning Cedar school
letter from Mult. Co. I.E.D. - regarding attendance
letter from architect, Jack Broome
letter from Victor Atiyeh, State Senator
13. Discussion on Year Around School.

Tabulated vote from the survey cards that were mailed back to the Clerk's office is as follows:

For Year Round School	276
For Passing Bond Issues	81
Yes on Both Questions	15
No on Both Questions	25

SECTION 11

**GRESHAM YEAR-ROUND CALENDAR
AND RELATED
INFORMATION SHEETS**

GORDON A. RUSSELL
Superintendent

John G. Schaffer
Asst. Superintendent
Curriculum Director

Ann Root
Deputy Clerk

Business Office 665-7138

BOARD MEMBERS

William St. Hilario, Chairman
Marvin Johnson, Vice Chairman
Bertha Bartels
Mary Opray
Richard C. Close

GRESHAM GRADE SCHOOL DISTRICT NO. 4

1400 S. E. Fifth

Grasham, Oregon - 97030

September 17, 1971

DEXTER MC CARTY SCHOOL
1400 S. E. Fifth
J. Marr, Princ. 665-0148

EAST SCHOOL
900 S. E. Fifth
Wm. Jackson, Princ. 665-3995

NORTH SCHOOL
1001 S. E. 217th
E. Summerfield, Princ. 665-8380

POWELL VALLEY SCHOOL
Rt. 2, Box 178
T. Geddis, Princ. 665-6367

WEST SCHOOL
330 W. Powell
C. Buckley, Princ. 665-3480

Dear Parents,

A very exciting time is ahead for all of us in the Gresham Elementary School District.

July 5, 1972 will be the start of the Gresham Year-Round School Plan. It is important that everything be ready for that date. The first step is to get the students registered in the proper groups. Study the information sheet and calendar carefully so that when you receive the registration forms on October 1, 1971 you will know in which group you wish to register your children.

Any time a new program is put into operation, some problems are bound to occur, but if we all work together I am sure they will be resolved.

If you have any questions, please call Mr. Schaffer or myself at 665-7138.

Sincerely,



Gordon Russell, Superintendent
Gresham Grade Schools
Gresham, Oregon

GRESHAM YEAR-ROUND PLAN
Gresham Grade School District #4
Information Sheet

What the Gresham Year-Round Plan Is:

The Gresham Year-Round Plan is a method of assignment of pupils, building facilities, and staff members. It is patterned after the Valley View, Illinois, 45-15 plan, which has received nation-wide publicity. By extending the use of buildings and equipment, and by a more equal distribution of pupil attendance throughout the year, the school district will realize a substantial savings in building construction costs.

How the Plan Works:

1. All District #4 pupils will be placed in one of four groups (A,B,C,D). All children in the same family will be placed on the same attendance schedule, even though the children may be at different grade levels or at different buildings. The four groups will stay in the same order of rotation.
2. July 5, 1972 is set as the starting date for pupils in Group A. All pupils in this group attend classes for 45 class days and then have a 15 class day vacation period. Four such cycles, with additional district wide vacations, per calendar year gives the pupil 180 class days per school and calendar year.
3. Group B pupils begin 15 class days after Group A; Group C pupils begin 15 class days after Group B; Group D pupils begin 15 class days after Group C. In this way each group will attend 45 class days and then have 15 class days of vacation. At any one time only three of the four groups will be attending class. Or because of the staggered starting date, one of the groups will be on vacation while three groups will be in school.
4. Students in the primary grades will have the same teacher throughout the year. Students in grades 4-8 may have the same teacher.
5. Each family will be given an opportunity to select the group in which they wish to belong. Each family will be asked to give a 1,2,3,4, preference and the first choice will be given fullest consideration.
6. Buses will provide transportation for the entire district each school day. Primary afternoon bus runs will also pick up vacationing students participating in after school activities. An activity bus will return them home.
7. All legal school holidays are closing days. All pupils are out of school at the same time for a week at Christmas and for a three week period during August. There is an additional three week vacation period for each group during the summer months making a total of six weeks summer vacation time.

8. Additional buildings will be constructed to provide adequate classroom space as they are needed. The plan will not eliminate the need for additional buildings but will cut the number by approximately 33%.
9. The Year-Round program provides a learning situation comparable to the traditional nine month system.
10. Provisions have been made for special education students, pupils who transfer into District #4, and pupils who may be retained or advanced.

City prepares for all-year school term

By BILL KELLER
of The Oregonian Staff

GRESHAM -- The official inauguration of a year-round school calendar in Gresham grade schools will be in July, 1972, but according to District Superintendent Gordon Russell, "We're already into it up to here."

School officials have spent much of the summer gearing up for the shift to the 45-15 plan, which will divide students into four groups and give each three weeks of vacation after every 45 class days.

"When you think about it, our 12-month school year starts Sept. 1. There is only a three-week break between the end of our last conventional session and the beginning of our first summer term."

During the summer, he said, school officials have answered "a thousand and one questions, and the general reaction has been, 'Oh yeah? So that's how it works. Well that's not so bad...'"

Discussion with parents has resulted in only one change in the district's 45-15 calendar. A three-week period during the summer when everything shuts down will begin the last week in July rather than the first week. By the time the break comes, each of the staggered groups will have completed a full school year.

Questions posed

A few of the 1,001 questions that have come up are:

--What about maintenance? Major work, such as gym floors and boilers, will be done during the summer three-week break. The rest will be put on a continuing maintenance basis.

--Will the summer session create a shortage of pickers for the bean and berry fields? "The growers don't rely on school kids so much any more. But they will have all the other kids in the Portland area, plus one fourth of ours at any given time. During the three-week break, which comes in prime picking time, our kids will be out."

--Will special services be continued during the summer sessions? Yes. The district has just completed arrangements with the Multnomah County Intermediate Education District for continued services, which means, for example, that we get the whole county film library to ourselves during that term," Russell said.

The IED has also agreed to separate Gresham testing scores for a study of the academic effects of the 12-month year.

Comfort assured

-- Air conditioning for the hot summer session? Russell said three of the existing buildings and one set to open next year are all air conditioned. School officials are studying the cost of air conditioning the other two.

-- Is the high school district going to change to the new schedule? They are watching and waiting.

-- How about transportation? That, said Russell, will involve a lot of juggling. But it is being done, he said, and "without any extra cost per pupil."

In fact the entire operation, according to Russell, will not cost any more "per pupil" than conventional educating. The catch is that the district is expected to grow from about 2,800 students last year to a peak of 3,400 next year.

The year-round school plan was adopted to ease the strain on Gresham classrooms by making more efficient use of existing facilities. This is the second district in Oregon to adopt continuous education. Molalla was the first.

Parents will get information packets in September, and will register in October for places on the new schedule. Each family will have a choice of four shifts, but Russell said many have indicated they will accept whatever schedule the school assigns to them.

GRESHAM CALENDAR FOR TWELVE MONTHS SCHOOL

JUNE 1972																															JULY 1972																															AUGUST 1972																														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
										GROUP A																																																																																		
										GROUP B																																																																																		
										GROUP C																																																																																		
										GROUP D																																																																																		
OCTOBER 1972																															NOVEMBER 1972																															DECEMBER 1972																														
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Gresham Grade School District #4

YEAR-ROUND PLAN REGISTRATION PREFERENCE

October 1971

Parents Name (last) _____ (first) _____ Address _____ Phone _____

List your preference of schedule according to groups as follows:

School may make choice _____

If you wish to make choice please mark each space:

1st Choice-Group _____ 2nd Choice-Group _____ 3rd Choice-Group _____ 4th Choice-Group _____

List students in order of grade level (lowest to highest). List 1st graders if entering school for the 1972-73 school year.

Name (last)	(first)	Present grade	School
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

PLEASE RETURN ONLY ONE REGISTRATION PREFERENCE FORM PER FAMILY

If you have any questions, please call the Administration Office---665-7138

PLEASE DO NOT COMPLETE BELOW DOTTED LINE - FOR DISTRICT USE ONLY

McCarty School	Final Placement
_____	Group _____
_____	_____
_____	_____

GORDON A. RUSSELL
Superintendent

John G. Schaffer
Asst. Superintendent—
Curriculum Director

Ann Root
Deputy Clerk

Business Office—665-7138

BOARD MEMBERS

William St. Hilaire, Chairman
Darvin Johnson, Vice Chairman
Bertha Bartels
Gary Opray
Richard C. Closs

GRESHAM GRADE SCHOOL DISTRICT NO. 4

1400 S. E. Fifth

Gresham, Oregon — 97030

DEXTER MC CARTY SCHOOL
1400 S. E. Fifth
J. Marr, Princ. 665-0148

EAST SCHOOL
900 S. E. Fifth
Wm. Jackson, Princ. 665-3995

NORTH SCHOOL
1001 S. E. 217th
E. Summerfield, Princ. 665-8380

POWELL VALLEY SCHOOL
Rt. 2, Box 178
T. Geddis, Princ. 665-6367

WEST SCHOOL
330 W. Powell
C. Buckley, Princ. 665-3480

GRESHAM GRADE YEAR-ROUND PLAN
PLACEMENT NOTICE

DEAR _____:

YOUR FAMILY HAS BEEN PLACED IN GROUP _____

AND WILL BEGIN SCHOOL _____

IF THERE IS ANY QUESTION PLEASE CALL YOUR LOCAL
SCHOOL OFFICE.

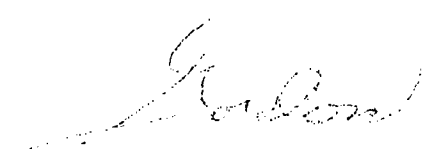
GRESHAM HIGHLAND SCHOOL

TO ALL CERTIFIED EMPLOYEES:

During the first twelve months of the Gresham Grade Year-Round School session, all teachers will be asked to sign a minimum contract for 185 days. If any teachers wish to teach more than the 185 days, they should apply in writing to the principal of the building in which they work.

After we have completed a one year trial of this Year-Round plan, consideration may be given to different types of contracts.

I am asking for your cooperation, especially this first year. We will all have to work together in order to have a successful Year-Round program.



Superintendent
Gresham Grade Schools

11/22/71

POWELL VALLEY GRESHAM GRADE SCHOOL

December 20, 1971

Dear Parents:

Enclosed you will find the track placement paper for your children for the 12 month school program beginning July of 1972.

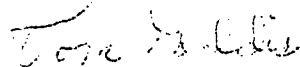
The following principles were followed in making these placements:

Top Priority - Parents requests and maintaining a balanced teachable classroom load.

Consequently: Most families were placed in their first choice. No family was placed in a track beyond their second choice.

Second choice placements were necessary to keep the class loads balanced.

Please save this placement paper for future reference.



Tom Geddis
Principal

The Federal Government has allotted money to schools to grant free lunches or reduced rates for lunches to children who are eligible as defined by several qualifications such as low income, large families, etc.

If you would like assistance or information on this subject and your children are not already receiving this help, please contact our office.

A MERRY CHRISTMAS AND A HAPPY NEW YEAR

August 4, 1971

Mr. Gordon Russell
Superintendent
Gresham School District #4
1400 S.E. Metzger Street
Gresham, Oregon 97030

Dear Gordon:

I am writing to confirm the major points of our meeting last week. First, with respect to the testing program, there will be no problem in being able to test under your new scheduling system. The working procedure would seem to be that you decide on week "X" for giving the tests i.e., sometime between the 2nd and 6th week of a new grade. Each of the 4 groups will then be tested in the agreed-upon "Xth" week, regardless of when that occurs during the actual chronological year.

Second, we will hold School District #4 out of the metro norms in 1972-73 until we have been able to check if the new system has any effect on the norms. To this end, I would appreciate your written permission to make a study of score trends over the past few years in the Gresham District. You have indicated you would like to have your Board know about this; and I will be very happy to be available to you for your August board meeting if you so desire.

Finally, 1971-72 should be considered a baseline year for any measurements that we are capable of providing. I received a copy of the Valley View research from John, and I agree with his view that we shouldn't do research if no one has asked for it. However, I respectfully urge that you be attuned to hints of questions that your Board and patrons may wish to have answered in future years and that you bring these to my attention so we can plan to gather any necessary data in 1971-72. In a new system like yours, a common experience involves questions being asked about where we are now that we are three years down the road vs. where we were when the project began. It is more difficult three years from now to be able to do good research than if we know about and can plan it now.

I stand ready to be of assistance to you in any other ways with respect to testing and research.

Sincerely,

Peter Wolmut, Director
Evaluation & Research

cc: John Schaffer
T. J. Sommerville
D. Clayton

ac

GRESHAM GRADE SCHOOL DISTRICT

Information Regarding Teacher

Contract Days By Track

Special teachers that start July 1972 to June 30, 1973 can teach a possible

249 days

Teachers teaching full time starting with Group A in July 1972 and ending with Group D on July 27, 1973 can teach a possible

268 days

Teachers starting in Group B July 1972, teaching full time and ending with Group B, June 15, 1973 can teach a possible

224 days

Teachers starting in Group C, August 1972 and ending with Group C, July 6, 1973 can teach

223 days

All teachers tracking will teach

185 days

Teachers teaching year-round will have a substitute teacher for conference days.

Gresham Grade

NEWS & VIEWS

Vol. II No. 4 Gresham Grade District February 1972

Group Assignments Complete

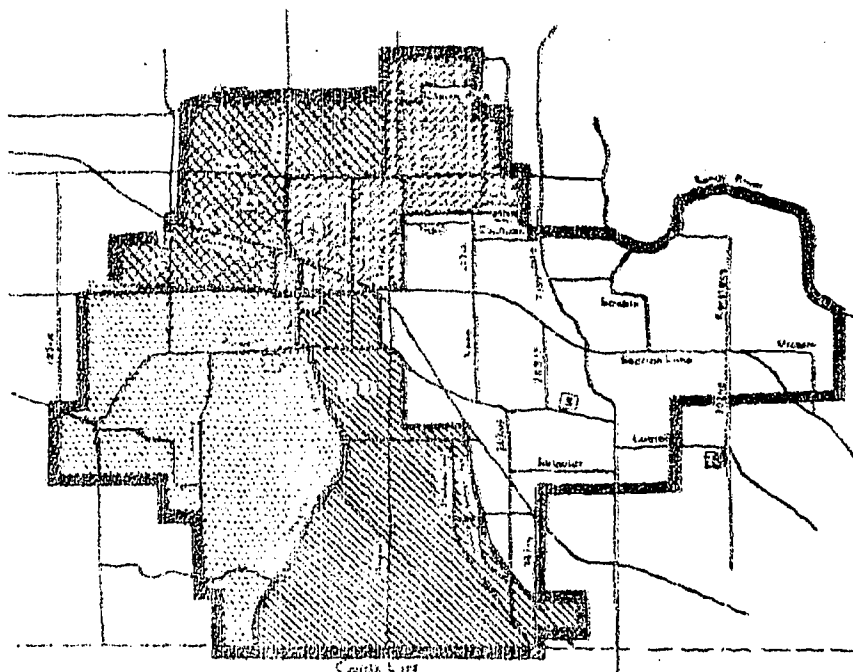
Year-Round group assignments have been made and sent through the mail to parents in Gresham Grade School District.

If a starting date has not been assigned, parents may contact their school office.

"A" group begins class on July 5, group "B" on July 20, group "C" on August 16 and group "D" on September 7.

School boundaries have been re-aligned with the addition of Gresham Highland, scheduled to open for the first class session.

Parents in the Highland district may contact Mr. James Marr, principal, at Dexter McCarty middle school if they have not received a schedule.



- 1 - West Gresham - 110 West Forest
- 2 - East Gresham - 400 S.E. 117th
- 3 - Dexter McCarty - 400 S.E. 117th
- 4 - North Gresham - 1100 S.E. 117th
- 5 - South Gresham - 400 S.E. 117th
- 6 - Highland - 200 West 117th Street
- 7 - Gresham High - 1100 N. Main
- 8 - Gresham High - 1100 S.E. 117th

GRESHAM GRADE SCHOOLS

In-Service 1972-73

Tentative Schedule

Wednesday, June 28-----Group A New Teacher Orientation ----- 9:00 - 12:00

Thursday, June 29-----Group A District Meeting----- 8:30 - 12:00
Includes Counselors, Librarians, Music, PE
Building Aides In-Service----- 8:30 - 12:00
Librarians & Media Aides----- 1:00 - 4:00
Include Science Coordinator (1:00 - 2:00 pm)

Friday, June 30-----Group A Building Meetings
Counselors----- 8:00 a.m.
Music & Band----- 10:00 a.m.
Physical Education----- 1:00 p.m.

Friday, July 21-----Group B New Teacher Orientation----- 9:00 - 12:00

Monday, July 24-----Group B District Meeting----- 8:30 - 12:00

Tuesday, July 25-----Group B Building Meetings

Friday, August 11-----Group C New Teacher Orientation----- 9:00 - 12:00

Monday, August 14-----Group C District Meeting----- 8:30 - 12:00

Tuesday, August 15-----Group C Building Meetings

Friday, September 1-----Group D New Teacher Orientation----- 9:00 - 12:00

Tuesday, September 5-----Group D District Meeting----- 8:30 - 12:00
Includes Title I Teachers

Wednesday, September 6--Group D Building Meetings

GRESHAM GRADE SCHOOLS
Tentative Contract Calendar
1972 - 1973

Group A	179	Days taught
	2	In-Service
	2	Parent-Teacher Conference
	<u>2</u>	Curriculum & Visitation
	185	
Group B	178	Days taught
	2	In-Service
	2	Parent-Teacher Conference
	<u>3</u>	Curriculum & Visitation
	185	
Group C	176	Days Taught
	2	In-Service
	2	Parent-Teacher Conference
	<u>5</u>	Curriculum & Visitation
	185	
Group D	176	Days Taught
	2	In-Service
	2	Parent-Teacher Conference
	<u>5</u>	Curriculum & Visitation
	185	

Gresham Grade Schools

Notice To Parents

February 14, 1972

FIRST GRADE YEAR-ROUND PRE-REGISTRATION

It is important to our Your-Round Program that we pre-register as many new first grade students as possible.

If you have a new first grader and he is not registered, please contact your school office.

If you have neighbors who have children beginning school for the first time and have not registered, please share this information with them.

Gresham Year-Round Starting Dates

Group A - July 5
Group B - July 26
Group C - August 16
Group D - September 7

1972-73 CONTRACTED DAYS SCHEDULE FOR:
Multnomah County School District No. 4 - Gresham

M	T	W	T	F
JUNE				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

M	T	W	T	F
NOVEMBER				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	T	F
APRIL				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

M	T	W	T	F
JULY				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

M	T	W	T	F
DECEMBER				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	T	F
MAY				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	T	F
AUGUST				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	T	F
JANUARY				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

M	T	W	T	F
JUNE				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	T	F
SEPTEMBER				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	T	F
FEBRUARY				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

M	T	W	T	F
JULY				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	T	F
OCTOBER				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	T	F
MARCH				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

TEACHER _____ GRADE _____ SCHOOL _____

Circle Group Track

GROUP A

179 Days Taught
 2 In-service June 29-30
 2 Prnt Conf. Sept. 7-8
 2 Curriculum & Visitation
185 Total

VACATION PERIODS

Sept. 11-26
 Dec. 4-31
 Mar. 5-23
 May 29-June 15

GROUP B

179 Days Taught
 2 In-service July 24-25
 2 Prnt Conf. Sept. 27-28
 3 Curriculum & Visitation
185 Total

VACATION PERIODS

Sept. 29 - Oct. 17
 Dec. 23 - Jan. 19
 Mar. 26 - Apr. 13
 June 18 - July 6

GROUP C

176 Days Taught
 2 In-service Aug. 14-15
 2 Prnt Conf. Oct. 18-19
 5 Curriculum & Visitation
185 Total

VACATION PERIODS

Oct. 20 - Nov. 8
 Jan. 22 - Feb. 9
 Apr. 16 - May 4
 July 9 - Aug. 19

GROUP D

176 Days Taught
 2 In-service Sept. 5-6
 2 Prnt Conf. Nov. 9-10
 5 Curriculum-Visitation
185 Total

VACATION PERIODS

Nov. 13 - Dec. 1
 Feb. 12 - Mar. 2
 May 7 - May 25
 July 30 - Sept. 7

March 31, 1972

Dear Parents:

The Gresham Grade School District is changing to a Twelve (12) month School Year. One-fourth of the children in this district will be out of school at any one time.

The League of Women Voters thinks this change might affect your family's day care needs. Your response will help us both to make an easier transition to year-round schooling.

Thank you for your cooperation in this urgent matter

GM:jeg

A. We are:

- a. One Parent Family _____
- b. Two Parent Family _____

B. Check all answers that apply:

Home most of the time-----Mother _____
Father _____

Work fulltime-----Mother _____
Father _____

Attends school fulltime -----Mother _____
Father _____

Attends school part-time-----Mother _____
Father _____

C. Mother does Volunteer and/or Community Service

- a. Seldom-----
- b. Occasionally-----
- c. Frequently-----

D. Number of Children-----

E. Ages of children 14 or less

0-2-----
3-5-----
6-8-----
13-14-----

F. Other people usually care for my children:

daily-----
three times a week-----
twice a week-----
once a week-----

G. Presently, others caring for my children are usually:

- a. relatives-----
- b. friends or neighbors-----
- c. cooperative organization-----
- d. full-day care center-----
- e. half-day care center-----
- f. private kindergarten-----

H. All families with children in Gresham Grade Schools have been assigned to groups. My family is assigned to:

- a. Group A (School Begins-----July 5, 1972-----)
- b. Group B-----July 26, 1972-----
- c. Group C-----August 16, 1972-----
- d. Group D-----Sept. 7, 1972-----

I. Under the new school calendar, I will need others to take care of my 6-12 year olds:

- a. every day-----
- b. part-time-----
- c. occasionally-----
- d. seldom-----

J. I will need transportation if day care isn't nearby:_____

K. I am interested in:

- a. working as a day care center volunteer---
- b. caring for children in my home as a paid
"homemaker"-----
- c. trading care with other mothers regularly_____
- d. continuing my present arrangement-----

L. I would like these features in day care:-----
(please respond on the back of this sheet)

M. I would like assistance in obtaining day care next year._____
(please sign below)

N. I am interested in helping solve my communities day care problems by volunteering to compile statistics, write letters, type, phone, or _____,
(please sign below)

Name: _____ Phone: _____

Address: _____

Zip Code: _____

GM:jeg

GRESHAM GRADE SCHOOLS

Suggested Curriculum Projects

For Utilization of Curriculum and Visitation Days

1972 - 1973

1. Write eighth grade science objectives.
2. Write seventh grade science objectives.
3. Revise seventh grade language arts guide.
4. Revise eighth grade language arts guide.
5. Write industrial arts objectives.
6. Write homemaking objectives.
7. Health Education, develop extension activities by grade level.
8. Develop video-tape demonstration lesson, this could be done in all curricular areas.
9. Develop 8mm films for classroom use. We have camera and equipment in IMC.
10. Revise physical education objectives.
11. Develop mathematic aids suggestions.
12. Develop teachers handbook.
13. Substitute for full time teacher to allow visitation.
14. Substitute for full time teacher to allow parent conference.
15. Substitute for teachers absent due to illness.
16. Possible work day at end of track or half day by early dismissal.
17. Work on new adoption areas; Social Studies, Music and Art.
18. Develop teacher ideas booklet from Outlook articles.

PLEASE LIST BELOW YOUR SUGGESTIONS-USE BACK OF PAGE IF NECESSARY

SECTION 12

NEWSPAPER ARTICLES

Year-round school year said answer to crowding

Gresham Grade School board has promised an answer Thursday night on whether it will pursue its suggestion that three schools in the district be double-shifted.

The meeting will be at Dexter McCarty School, 1400 SE Fifth, at 7:30 p.m.

At a community meeting Feb. 16 a crowd of about 400 appeared to be almost unanimously against double-shifting.

Since that date the board itself has considered other alternatives. Superintendent Gordon Russell indicated to the Outlook Tuesday that he felt the

issue of double shifting is dead. He has been working on a stop-gap alternative. The district is attempting to obtain use of St. Henry Catholic School which will close at the end of the term. This would provide nine added classrooms.

Also being eyed are two possible classrooms at Trinity Lutheran Church, E. Powell at 4th Ave.

These facilities and the utilization of music rooms at the schools perhaps can forestall double-shifting for the present.

For the long haul, Russell is enthusiastic about a year-round schedule.

He recently returned from a convention of the Association of School Administrators in Atlantic City where he said great interest was expressed in the year-round school concept.

On his return he stopped at Pleasant View School in the suburbs of Chicago where a

year-round (45-15) school year is in operation.

Russell said the Valley View School district had many similarities to Gresham. It is close to a large city where many of the local residents work and also has had similar

rapid growth problem like Gresham.

There has been so much interest in the Valley View School that the number of visitors have been limited and a person on a federal payroll has been hired to explain the system and control visitors.

The 45-15 terms means 45 days of school and 15 days of vacation with the school operating the year-round.

This means one-third more classrooms with one-third more children using the same facilities, Russell said. Also there is the one-third saving on textbooks.

City prepares for all-year school term

By BILL KELLER
of The Oregonian staff

GRESHAM — The official inauguration of a year-round school calendar in Gresham grade schools will be in July, 1972, but according to District Superintendent Gordon Russell, "We're already into it up to here."

School officials have spent much of the summer gearing up for the shift to the 45-15 plan, which will divide students into four groups and give each three weeks of vacation after every 45 class days.

"When you think about it, our 12-month school year starts Sept. 7. There is only a three-week break between the end of our last conventional session and the beginning of our first summer term."

During the summer, he said, school officials have answered "a thousand and one questions, and the general reaction has been, 'Oh yeah? So that's how it works. Well that's not so bad . . .'"

Discussion with parents has resulted in only one change in the district's 45-15 calendar. A three-week period during the summer when

everything shuts down will begin the last week in July rather than the first week. By the time the break comes, each of the staggered groups will have completed a full school year.

Questions posed

A few of the 1,001 questions that have come up are:

—What about maintenance? Major work, such as gym floors and boilers, will be done during the summer three-week break. The rest will be put on a continuing maintenance basis.

—Will the summer session create a shortage of pickers for the bean and berry fields? "The growers don't rely on school kids so much any more. But they will have all the other kids in the Portland area, plus one fourth of ours at any given time. During the three-week break, which comes in prime picking time, our kids will be out."

— Will special services be continued during the summer sessions? Yes. The district has just completed arrangements with the Multnomah County Intermediate Education District for continued services, "which means, for example, that we get the whole county film library to ourselves during that term," Russell said.

The IED has also agreed to separate Gresham testing scores for a study of the academic effects of the 12-month year.

Comfort assured

— Air conditioning for the hot summer session? Russell said three of the existing buildings and one set to open next year are all air conditioned. School officials are studying the cost of air conditioning the other two.

— Is the high school district going to change to the new schedule? They are watching and waiting.

— How about transportation? That, said Russell, will involve a lot of juggling. But it is being done, he said, and "without any extra cost per pupil."

In fact the entire operation, according to Russell, will not cost any more "per pupil" than conventional educating. The catch is that the district is expected to grow from about 2,800 students last year to a peak of 3,400 next year.

The year-round school plan was adopted to ease the strain on Gresham classrooms by making more efficient use of existing facilities. This is the second district in Oregon to adopt continuous education. Molalla was the first.

Parents will get information packets in September, and will register in October for places on the new schedule. Each family will have a choice of four shifts, but Russell said many have indicated they will accept whatever schedule the school assigns to them.

June 11, 1971

12-month school year adopted by Gresham

By BILL KELLER
of The Oregonian staff

GRESHAM — The Gresham Grade School District will become the second school district in the Portland area to adopt a continuous 12-month school year in July, 1972.

The school board of directors voted 2 to 1 Thursday night to adopt the so-called 45-15 school operations plan, which will break district students into four groups and stagger their school terms by 15 days.

The four neighborhood groups will attend school in 45-day shifts, staggered by 15 days. Each student will get a six-week vacation during the summer and a week's vacation at Christmas.

District officials predicted that six new buildings would have to be constructed over the next six years and financed by bond issues if the plan were not adopted. By using existing facilities year-around, only three new buildings will be needed, they said. An estimated \$3.5 million in capital expenditures will be saved during that time period.

The board reported that 397 of some 900 poll cards sent to school district voters had been returned. Of that number, 276 said they favored the year-around school and 81 said they favored having bond issues.

About a dozen school district residents attended the Thursday night meeting and several urged board mem-

bers to delay a decision on the continuous school year until after another bond measure could be attempted.

Board members Richard Close and William St. Hilaire voted for the measure, while member Marvin Johnson opposed it.

Close argued that recent elections had demonstrated Gresham would not accept a massive bond issue.

The Molalla School District will begin a year-around school at the end of this month. Their program calls simply for dividing the year into four quarters, with each student attending three quarters.

12-month school plan poses varied problems for Gresham district

By BILL KELLER
of The Oregonian staff

GRESHAM — How do you teach an old school district new tricks?

Gresham Grade School District Superintendent Gordon Russell will find out next fall as he begins to juggle some 3,000 students into the year-round school calendar which begins in July, 1972.

"I guess I've got my work cut out for me," Russell said last week after the board of education voted to adopt the so-called 45-15 plan, becoming the second district in Oregon to go for 12-month schooling. (Molalla schools will put a different year-round schedule into operation this month.)

The 45-15 plan will divide students into four groups — A, B, C, D. Group A will begin school in July, 1972, followed by the other groups at intervals of 15 school days. Each group will attend school for 45 classroom days, then break for 15 classroom days, so that three groups are in school at any given time.

Each student will get a six-week vacation during the summer months and a week off at Christmas. Students may continue extra-curricular activities during vacation periods, and school buses will provide transportation for them.

Scheduling the students will be complicated, Russell said, because the district has promised to let families select what group their children will join, whenever possible. Each family will have all its grade school children in the same group.

"We hope to know by January which kids will be in

which group," Russell said.

Teachers, too, will be asked to cite preferences, since they will be assigned to 45-15 groups along with the children.

Critics of the plan point out — and Russell agrees — that school officials won't be the only ones with scheduling problems. Working mothers will have to arrange child care for periodic three-week vacations rather than a single summer vacation.

And families with students in both grade and high schools may have trouble coordinating family vacations, since Gresham Union High School District remains on a 9-month school schedule.

The move to continuous schooling was prompted by the strain of growing enrollment on the five district schools. The plan is expected to reduce by one third the need for new facilities.

However, district officials predict two new schools will be needed by 1974 even with the more efficient use of existing space. A bond issue for the new schools will probably be presented to voters in 1972, Russell said.

Those who favor the new calendar also say it will permit more flexible curriculum planning, and will ease children's readjustment to the classroom after vacations. On 45-15 scheduling, the argument goes, the children can only do three weeks worth of forgetting at a time.

Several other Portland area districts, finding bond issues unpopular at these polls, will be watching the Gresham plan with interest and comparing it to Molalla's.

Molalla students begin June 28 on a continuous school year which is divided into four quarters. Each student attends three quarters, so that at any point during the year one fourth of the district's students are on "summer" vacation.

JUNE 13, 1971

Research Extensive

Howe has done extensive research and interviewed 12 of the prospects of schools being in operation a full year.

He does not believe either a trimester or quadrimester system would work, "because either would create far too many problems for teachers, students and parents."

The trimester proposal would divide the 12-month school year into three equal parts, and would have a third of the students on vacation during each four-month period.

Some students would have their vacations in the summer. Others would attend classes during the summer, but would be out of school during fall and part of winter. Others would be on vacation between January and April.

The quadrimester approach would divide a 12-month school year into four equal parts, with one fourth of the students on vacation during each three month period.

Instead of trying either the trimester or quadrimester approach, Howe advocates that the school system try what he calls the "12-4" approach.

Under this plan, student bodies would be divided into four parts. One fourth of the students would be on vacation at all times during the year.

Advantages Noted

Howe sees the following advantages to be had from moving to a "12-4" full year school program:

1 — Fewer classrooms would be required, and the new building and updating needs of the school district could be reduced between \$15 million and \$18 million.

2 — Class sizes could be reduced, because only three-fourths of the students would be in schools at any one time.

3 — The school district would get much better use out of its \$110 million investment in school buildings.

4 — The number of teachers required by the district could be reduced as much as 25 per cent.

5 — Students would have a better chance to find part time or full time vacation work, because they would not all flood onto the labor market during summer months.

6 — Howe said some school psychologists believe many students don't operate at top efficiency because going to school for nine months is too long without a break. The plan

prevents also from students forgetting to which when going out of school for a full three months during the summer, Howe said.

He believes the 12 weeks on and four weeks off approach would be more beneficial to student progress.

7 — Many teachers would jump at the chance with 11 months, at salary hikes of about 20 per cent. Howe adds that the "12-4" approach also would provide more flexibility in the teacher work year, permitting some to work 11 months, some nine, and some six.

8 — It would permit business and industry to stretch their own vacation schedules, which are now squeezed into June, July and August to conform to the school year period.

9 — Howe believes it would also reduce crime and delinquency increases in the summer months, because three-quarters of the students would be in school and occupied all summer.

Although Howe believes the "12-4" approach is the only way to fly, he is aware of some of the following objections to it:

1 — Although all students would be off at least one month during the summer, the summer and vacation plans of some families would be more limited than they are now.

2 — The uncertainties of Oregon weather make winter and spring vacations less desirable for outdoor activities.

3 — Some teachers want the summers to "recharge their batteries." The longer summer vacation periods offer the opportunity for travel, and studying for advanced degrees.

4 — Some married women teachers prefer the existing summer vacation period so they can more readily fit into plans of their husbands and families.

But Howe believes most of the teacher reservation could be accommodated by the "12-4" approach.

5 — Summer use of schools would require conditioning, particularly in two-story buildings.

6 — More school maintenance work would have to be accomplished during the after school and weekend hours.

Plans Differ

Although the quadrimester and "12-4" approaches both divide the year into four parts, and both have one fourth of the students on vacation at all times, the plans differ in this key respect:

The quadrimester approach provides for each student attending classes for 36 weeks, and then being out of school for 12 weeks.

The "12-4" approach calls for each student to go to classes for 12 weeks, and then be out of school four weeks. The cycle is repeated three times each year.

The Howe approach would give all students at least four continuous weeks off during the summer months.

In addition, all classes would be out a week for spring vacation, a week at the end of summer and over Labor Day, the last week of December and the first week of January.

Howe said he has talked with numerous parents, teachers and students, "and in general they like the pattern."

He said it has been determined that school curriculum could easily be tailored to fit the "12-4" approach, and class scheduling could be accomplished by computer.

"In cases where parents have more than one child in school, the children would be kept in the same grouping, so all children in any one family would be in school and on vacation at the same time.

Allowances also would be made so students on athletic teams could participate in sports of their choice, whether in school or out of school during the season of the sport.

Operation Of Year-Round School Program Studied By Oregon, Washington Educators

By JOHN GUERNSEY

Education Writer, The Oregonian

Pressures are mounting in Oregon and Washington for year-round public schools, and it is a real possibility that both states will have some schools operating on a full year experimental basis by the fall of 1971.

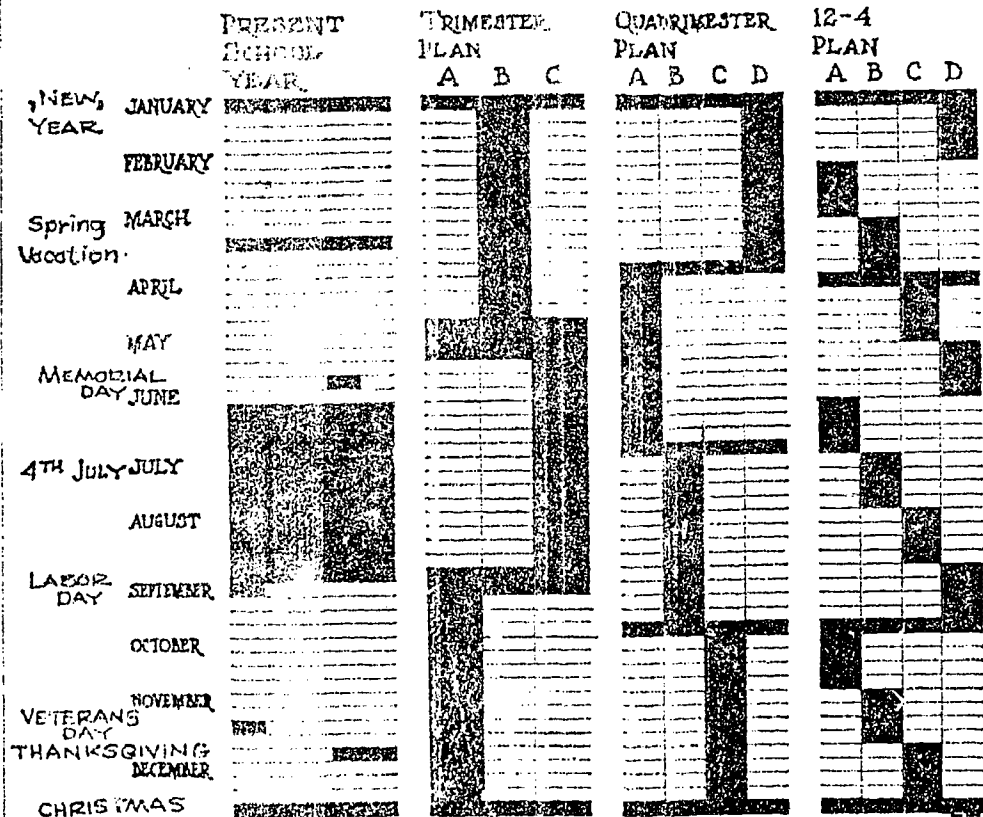
In Oregon the need for 11-month school programs is being stressed by some members of the Portland School Board.

In Washington the state superintendent of schools, Louis ... will ask the 1971 Legislature to approve full year schools.

Bruno hopes to have 14 pilot projects functioning in school districts throughout the state during the 1971-72 school year.

Paul Howe, chairman of the Portland school board, would like to have at least one of the city's high schools try the year-round method next year.

"After the first year we could assess the effectiveness of the program, iron out some of the kinks, and then move into it on a larger scale," Howe explains.



P.H.H.

THE FOUR portions of the above chart show time usage as the Portland school system now functions (far left), how it would work with a trimester full-year plan (second from left), how it would work with a quadrimester full school year plan (third from left), and how it would work with the favored plan where students would attend classes twelve weeks and then be on vacation four, with the cycle repeated three times each school year (far right). Each horizontal line represents a week in the year. The blackened areas indicate vacation time. The white areas represent class time.

organization has taken no policy stand on the issue.

"But for myself, I believe some school year reorganization is necessary. Right now there is a lot of congestion and pile up in the summer months."

Dale Parnell, Oregon superintendent of schools, said he definitely "sees the need for more year-round use of school buildings and faculties — for those faculty members who want it."

"It would result in a better over-all use of personnel, and better pay for many of them" (teachers).

Parnell said the State Board of Education is studying the subject, and will have position paper recommendations in the near future.

He said it will be necessary to get the Legislature to modify Oregon's basic school support law, so school districts can be partly reimbursed for operating schools during the summers.

As it stands now, school districts can receive state aid for conducting school from September into early June, but

have to bear the full cost for summer programs.

Parnell noted that state school support is available to community colleges on a 12-month basis. He believes the same year-round state support should be available to public grade schools and high schools.

Although some Washington witnesses have told a legislative subcommittee that extending the school year would increase operational costs to school districts, the full-year plan has the support of the Washington Education Association.

No Saving Seen

Ross K. Rieder, president of the Washington Federation of Teachers (AFL-CIO), said his group would oppose the plan because it has been tried and found to be uneconomical in other parts of the nation.

But he added that his organization probably would not oppose the school year extension, provided the Legislature "did not pawn it off on the public as a money saving gimmick. We do not believe it

would be," he said.

Harold G. Smith, director of high school education for the Washington superintendent of public instruction, said a four-quarter school plan has been successful in Atlanta, Ga.

Also in operation is a modified four-quarter plan in Valley View, Ill.

Both Howe and the Washington superintendent of public instruction Louis Bruno con-

tend that the nine-month school year is a needless carryover from the days when children were needed for harvesting and other farm work.

Howe said he believes that not more than five percent of all Portland students are ever involved in any type of agriculture, yet "many of the city's schools remain idle and unused during the summer months."

Improvement Seen

Howe does not contend that moving to a full school year would result in schools costing less than they do now.

But he believes education could be improved without major new outlays of money, class sizes could be reduced, and the amount of new building construction funds would be reduced.

A survey of education leaders and organizations indicates that professional educators probably will not voice strong objection to a full year plan.

Jack Vogel, Oregon Education Association official, said his group is performing a statewide study of the pros and cons of a full school year. "Although the study and report will not be completed until December, I think I can safely say the OEA will not be definitely against it."

Forrest Siemroth, president of the Portland Federation of Teachers (AFL-CIO), said his

Year-round school relieves financial pinch

Sunday, July 25, 1971

New York Times News Service

ROMEDEVILLE, Ill. — The year-round school — a controversial concept that is being tried in a small but growing number of school systems — has taken firm root here, just 12 months after it was launched out of fiscal necessity.

A school calendar, called the 45-15 plan, that sends pupils home for vacations of at least 15 schooldays after every 45 days of school seems to have become an accepted way of life to the parents of the 7,089 children in Valley View School District 96, which serves the villages of Romeoville and Bolingbrook.

The district, which enrolled only 219 youngsters as recently as 1958, approved 16 of 17 school money issues in 17 years and by 1970 had reached the legal limit of its bonded indebtedness. No more money could be borrowed; no more schools could be built.

To school officials and board members of the Valley View District, where prefabricated houses are continuing to proliferate on the fertile soil in which corn and soybeans used to grow, year-round school has been a boon because 25 per cent of the pupils, in four staggered groups, are always on vacation.

"We bought time," said Kenneth Hermanson, who has been superintendent of the sprawling, 41.5-square-mile district since its inception in 1953. "I doubt that we would have gone into the 45-15 plan had it not been for the financial compulsion."

"But now we are sold on it and even when we are able to get capital funds again and more schools are being built we will stay on 45-15."

However, year-round school has apparently exacted a price from the parents and children of the school district by forcing changes in the style of their lives.

John Strobbe, a lean, energetic high school teacher, who directs Romeoville's recreation program is still trying to figure out how to revise the schedule of activities.

"We used to spend 70 per cent of our budget in the three summer months," he said. "Now we have to spend it evenly all year."

Even so, little league baseball has died and summer camping programs are disappearing.

At Bible Baptist Church, the Rev. J. O. Purcell has tried to keep pace with the changing times by abandoning the one-week summer Bible school and scheduling four separate one-week sessions during the winter.

Shoplifting rises

And at the area's largest supermarket, where a sign on the door declares: "Do not enter without shoes or sandals," the manager said that he has cautioned his employees that the incidence of increased shoplifting is no longer confined to the summer months.

Among other developments, have been the cancellation of the shared time program with the Roman Catholic schools because they remained on the traditional school calendar; the opportunity for families to take vacations in the season of their choice; the chance for fathers to take their sons on lengthy hunting trips in the fall, and the availability of a steady supply of teen-aged babysitters who can stay out late on week nights.

The social changes are expected to become even more pronounced starting in 1972, when the district absorbs the high school to which it feeds its eighth-graders and that school, too, is converted to the 45-15 plan.

Test Of Year - Around School

Grade school students in places like Gresham and Molalla will find themselves the objects of much more attention than they may be used to in the next couple of years.

The reason: They are Oregon's pioneers into the use of schools year-around.

It will not be just their own parents and neighbors who will be interested in, and concerned with, how the youngsters react to the change in schedule, like going to school for nine weeks and taking three weeks off, instead of the traditional nine months followed by a three-month vacation.

Students will not wind up putting in

more days in school. But their schooling will be divided into shorter periods, broken by a series of shorter vacations.

The theory is to make more use out of school buildings, thereby alleviating the need to construct more school buildings. Instead of leaving them vacant all summer, they will be in use year-around. Pupils will be grouped in such a way that even while some are on vacation others will be in class. What will be the effect on curriculum and on teachers as well as on students?

These are questions a lot of people will want answers to. They will hope the pioneering schools provide them.

Gresham calls school survey

GRESHAM — The Gresham Grade School District board has authorized a survey of Gresham residents to see if they prefer a year-around school proposal to a bond election.

According to superintendent Gordon Russell, the survey will be complete by the June 10 meeting of the board, when a decision is expected on whether or not the district will adopt the 12-month school plan.

District officials have predicted that six new buildings will have to be constructed over the next six years — and financed by a bond issue — if the plan is not adopted. With year-round school, only three new buildings would be needed.

The plan Gresham is considering for adoption in July, 1971, would break students into four groups and stagger their school terms by 15 days. Each group would get three weeks of vacation after every 45 days of classes, and every student would be assured a six-week vacation during the summer months.

Full School Year Asked

SALEM (Special) — A bill authorizing a 12-month school year in Oregon was introduced in the Senate Wednesday.

Sen. Betty Roberts' Senate Bill 465 would make the school year partly noncompulsory and would provide that "average daily membership" upon which some school funds are distributed would be computed so it would not favor either the 12-month or 9-month district.

The Portland Democrat and three other legislators introduced another measure (Senate Bill 440) which would allow a high school student to attend half time without penalty as to student activities if he had completed 85 per cent of his graduation requirements.

Governor signs school year bill

SALEM (AP) — Gov. Tom McCall signed Senate Bill 465 Wednesday authorizing school districts to have 12-month school years.

Other bills signed:

SB92 — Permits a physician to give birth control information to any person, regardless of age. It also allows minors 15 and over to give consent to medical or dental treatment.

SB130 — Directs the Criminal Law Revision Commission to study criminal law procedures.

SB393 — Increases maximum allowable interest rate on special district bonds from 7 to 8 per cent.

SB491 — Directs county health departments to provide birth control services to low income families.

SN694 — Allows Port of Portland commissioners, without a vote of the people, to issue bonds to acquire land for airports, improve the Columbia and Willamette River channels, and construct docks or wharves.

GRESHAM, OREGON, THURSDAY, JUNE 10, 1971

Year-round school decision expected

Decision on year-round school may be made by the Gresham Grade School District board Thursday night.

Two meetings have been held in each of the schools in the district and opinion ballots have been mailed to all who

voted in the May 3 election.

The question on the ballot is whether a year-round school is favored or whether the voter agrees to pay for a new school each year.

According to Superintendent Gordon Russell, the present school population growth rate will require a new school building each year.

The year-round program would reduce building need by about 33 per cent. However, new buildings will be needed if the growth continues. The projected plan would simply delay the need for added school buildings.

The district will be able to house its students this coming year by using St. Henry Catholic School and the Lutheran Church. The following year, fall 1972, the new school on Aspen Highlands will be ready. But within two years another school building will be needed.

Under the year-round

program students will go to school 45 days and be off 15 days. The school year would start in July 1972. All students would have a three-week vacation period in July and a week at Christmas. In the lower grades the

teachers will follow the students. Students who are in activities may continue them even though they are on a vacation break.

The biggest argument for the year-round school is that it utilizes the school plants the year-round. Also some educators believe that the 45-15 schedules work to advantage in the learning process. This is said to be especially true in the summer period. Students would not be off for a full three months which in many cases causes the students to make difficult adjustment to get back to studies, some teachers believe.

The cost per student would remain the same under the year-round plan, school authorities say.

Each family would be given the opportunity to select the group it will be in during the 45-day teaching period. All children in the same family would be in the same group.

School buses would pick up students on vacation to take them to school activities.

Committee discusses year-round school

Questions concerning Gresham Grade district program for year-round utilization of school facilities were examined at an advisory committee meeting last week.

The committee, made up of district residents and personnel, is currently making a study of the finances and efficiency of the 45-15 school plan in Gresham.

The program calls for each student to attend school 45 school days and then have a 15 day vacation. By staggering the entrance dates for about one-fourth of the students every 15 school days, the first group

to enter completes its 45 days of learning and starts its vacation the day the fourth group enrolls.

Looking at the Gresham Grade School situation now, the committee agreed that emergency steps are needed. "If we stay as we are, bond issues are necessary immediately."

The committee explored the continuity and flexibility in the 45-15 plan, noting the teacher/learner situation because of improvement in retention and recall. Shorter periods of time enhance learning because of fatigue

factor with less time spent in review, was the committee consensus.

It was mentioned that the number of classrooms available would automatically increase by 33 per cent without any additional construction, delaying any need for immediate construction. Growth rate in the Gresham Grade district is currently at 14 per cent.

Committee members agreed that staggered vacations should pose little difficulty. With redistribution of time for outdoor recreation, plus a little

imagination, positive benefits can be discovered relative to vacation possibilities both for the child and his family. The committee is scheduling more meetings.

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Year-round school study under way

A special committee is being formed in the Gresham Grade school district to advise the board on 12-month utilization of buildings in the district.

An organizational meeting has been scheduled Tuesday, April 6, at 7:30 p.m. in the group instruction room at the

Dexter McCarty building, 1400 SE Fifth.

The school board has requested that an advisory committee be selected to assist in study, planning and discussion on a proposed continuous school year plan.

School Due To Close In Gresham

By FRED MAST

Staff Writer The Oregonian

GRESHAM (Special) — A decision in Scranton, Pa., that will result in the closing of Gresham's only parochial school hit the Rev. A.A. Meyer's Catholic parish like a bombshell.

It had a similar effect on Gordon Russell, superintendent of Gresham's already bulging public school district.

Father Meyer, pastor of St. Henry's Church, said the parochial school will have to close in June at the end of its 16th year because the order of Immaculate Heart of Mary Sisters of Scranton decided to withdraw six nuns who teach at the school.

"It came as a complete surprise to us," said Father Meyer. "Two sisters from Scranton came out here to inform us of the decision early this month. And it was confirmed by letter four or five days later."

300 Enrolled

About 300 pupils are enrolled in grades 1-8 at the school. Father Meyer said about 240 of them live within Gresham Grade School District boundaries and apparently will have to be absorbed in public schools for the 1971-72 term. The nearest Catholic school is St. Anne's at 1005 SE 182nd Ave., and it is operating over its enrollment capacity, said Father Meyer.

Public school officials formally were notified of the decision Tuesday morning — only hours before an already-scheduled school board meeting was to take up the problem of overcrowded schools. Tuesday night the board heard proposals for a split shift of first and second grade students for the 1971-72 school year and conversion of the entire district to year-round classes in subsequent years. No action was taken.

Unlike other parochial schools which have had to close, St. Henry's is not under financial duress. Parishioners have been supporting it to the tune of about \$40,000 a year, said Father Meyer.

"Financially, I thought we were doing pretty well. We never considered closing it — not until we found we could no longer get the sisters to teach. Then there was no other choice."

Reasons Unsure

The school employs two full-time and two part-time lay teachers, in addition to the six sisters who will be leaving.

"The only alternative," said Father Meyer, "would be to hire all lay teachers. If we did that, then we would have a public school. And it would have been very costly for us."

He said the Order's decision to recall its nuns apparently was based on the need to fill out depleted teaching staffs at parochial schools nearer Scranton. They have 25 or 30 schools in Pennsylvania alone," Father Meyer said.

"I am somewhat sad about the whole situation," said the parish leader of 19 years, "except for the fact that in 16 years the school has contributed much to the community."

Growth Expected

Russell said the district is considering negotiations for the use of St. Henry's eight classrooms, each of which could "easily" accommodate 30 students.

The district presently operates on teacher-student ratios of 1-25 in the lower grades and 1-30 in the upper grades, he said.

Enrollment is now "right at capacity," and Russell anticipates 15 per cent growth, about 400 students, for the 1971-72 school year. That figure does not include the 240 parochial pupils who will be entering the system in September.

Added classrooms stop double shifting threat

Double-shifting is dead for Gresham Grade School District.

The School board Thursday night approved a plan to conduct nine classes in St. Henry Catholic School facilities and three classes in Trinity Lutheran Church.

This was a stop-gap measure. The board also approved further study on a year-round school with a target date of July 1972 for beginning.

Only third grade pupils will attend at St. Henry and the Lutheran Church. This would include all third graders except those who live close enough to their neighborhood school to walk to classes.

The plan will give a pupil-teacher ratio of 26 to 1, about the same as presently. In ad-

dition there will be one full time Title I reading teacher in each location.

Gym and kitchen facilities are available at St. Henry and these also will be used by the classes at the Lutheran Church. Both locations will have library facilities.

The board's further action to alleviate crowded conditions created by rapid student population growth is the year-round plan.

Students would go to school 45 days then be off 15 days. Superintendent Gordon Russell reported on his recent visit to Valley View School near Chicago where a similar system is in operation.

He said it appeared to be working satisfactorily there.

Russell promised further and complete information on the

plan which the board hopes to put into effect in July next year.

The plan will give one-third more classroom space. In other words, one-third more pupils could be accommodated with the present facilities.

This will forestall the necessity of a new school building (except Highland School which is already approved) until through the 1974-75 school year. (The Outlook was in error last week when it reported that no new school building would be needed until 1976.)

Present reports are that Catholic classes at St. Henry will end in June because sisters will not be available as teachers. About 240 students at the school will be absorbed by the Gresham District.)

Student Increase Brings Delemma

By ERIC GORANSON
Journal Staff Writer

GRESHAM — Problems of too rapid growth, rising school costs and property taxes and the revolt of residents against additional tax levies have brought a dilemma to the Gresham Grade School District.

Some 400 district residents were informed of the problems facing the Gresham School Board at a special meeting here Tuesday night.

The issue put before the district's ultimate authority — the property taxpayer — was what to do in the face of an abundance of school-age children and a lack of classrooms in which to house them.

GORDON RUSSELL, Gresham school superintendent, reported before the meeting that the district could meet the problem in one of three ways.

One would be to start double shifts of classes for first and second graders in three primary schools as "approved" by the district board. Another would be to lease portable classroom units. The third would be to make use of church educational facilities until the classroom shortage is relieved by construction of a 12-classroom grade school in Aspen Highlands in Northern Gresham.

A fourth solution is possible, but unlikely now, he indicated. Gresham grade schools could go to a 12-month school calendar and thereby utilize facilities on a year-round basis. This proposal was rejected a year ago after a study by the school board, but now it has been revived.

The problem of the district's growing school population has been made more acute by last spring's rejection by 23 votes of a \$2.9 million bond issue which would have enabled the district to construct two schools.

HAD THE \$2.9 million issue passed then, instead of the \$1.49 million issue approved last fall for construction of only one school, the acute classroom shortage forecast for next fall would not be a problem, Dr. Malcolm MacGregor, board member, noted.

The new school will not be ready until late spring of 1972 and the severe classroom shortage will commence when the fall term starts, Dr. MacGregor said.

The Gresham physician and Russell agreed that when the new school is opened, it probably will be filled to capacity if the district's enrollment growth continues at its present pace.

As a result, MacGregor added, he is thinking of asking the board to call another bond election to finance construction of another grade school.

"MAYBE with all the current concern over the suggest-

ed double shifting, we can get the voters to pass the measure," MacGregor speculated.

The doctor noted that only about 50 per cent of the parents of grade school children are registered to vote and that in the last school bond election only 30 per cent of these people balloted. Consequently, he calculated, only about 15 per cent of the parents of grade school youngsters are voting and deciding the future of the district.

MacGregor contended that many of the complaints against double shifting, came from parents who did not vote, he asserted.

SCHOOL officials said the wording of a news letter sent to grade school parents but not the press was "unfortunate" because it stated the board had "approved" double shifts for first and second grades at Powell Valley, East and North Gresham grade schools.

Modifying the statement,

MacGregor explained that the school board feels double shifts are the best answer because, by state law, first and second graders can attend classes only 3½ hours a day and double shifting will not extend the school hours a great deal.

Under the proposed double shift plan, students would attend school from 8:15 a.m. to 12:15 p.m. or from noon to 4 p.m. Normal school days extend from 9 p.m. to 3 p.m. but students aged 8 and younger are not in classrooms more than the 3½ hours allowed by law, Russell declared.

OFFICIALS indicated they believed that opposition to the double shifts came from parents who object to having their children at home for longer periods during weekdays.

Double shifting will mean hiring additional teachers, officials said, explaining that teachers contend they cannot work two shifts — 8:15 a.m. to 4 p.m. — in the classroom. No cost estimate for the added instructors has been made.

MacGregor said he favors employing teacher aides instead of hiring more teachers if the district decides on double shifts. "It will cost a lot less," he explained.

WHILE THE debate continues, the problem grows more acute. At present some Gresham classrooms have as many as 33 to 35 youngsters, compared with the state recommended 25, and there will be more large classes unless the problem is solved, said Russell.

At the end of January the school district had 2,812 youngsters. In mid-February the total had jumped to 2,831, Russell said. By fall, he forecast, the enrollment will be 300 to 400 youngsters above what it was last September, and when the new Aspen Highlands

school opens for the fall 1972 term, it will be near its 600 capacity.

MacGregor said the board "leans toward double-shifting," but that it wants to hear from parents before deciding, and he doesn't expect a decision until the board meets next month.

The board member said he doesn't think mobile trailer classrooms are the answer because they are "expensive and an eyesore."

Russell estimates the cost of leasing three mobile classrooms for a year would total at least \$12,000.

The superintendent said he talked with officials of four churches — First Baptist, Trinity Lutheran, Mission Convent and the Seventh Day Adventist Church—about using their facilities for classrooms and that he hoped the governing bodies of these churches would make a decision on the requests soon.

HE RECALLED that in the mid-1950's Gresham School District used the First Baptist church facilities for half a year and the only cost to the district was for utilities and maintenance.

Year-round school viewed as 'bonanza'

By JOHN GUERNSEY
of The Oregonian staff

The Portland School System could realize a financial bonanza by moving to a 12-month school year.

That is the view of Portland School Board member Paul Howe, who explained his 12-month studies Wednesday night to 135 school board members from the metropolitan area.

He said the school district could operate the same educational programs it has with 20 fewer buildings than the 114 it now operates. He added that class sizes could be reduced, at the same time.

He said "eliminating the use of 20 buildings would allow us to turn about 200 acres of highly valuable property back to the tax rolls."

Land valuable

Howe said value of this land is between \$15,000 and \$200,000 per acre.

In addition to returning property to the tax rolls, the school district would receive a lot of money from sale of the properties.

Under the Howe plan for a 12-month school year, three-quarters of the city's 72,000 students would be in classes at any one time.

Howe added that the plan would result in considerable savings to employers, because it would eliminate the need to schedule most employee vacations during the summer months.

He said the present "peaks and valleys" vacation scheduling by most firms is costly because during vacation months employers have to hire extra people and pay more overtime.

Vacations costly

Howe, who is with Northwest Natural Gas Co., said the summer vacation schedules cost his firm \$10,000 to \$12,000, which could be saved if vacations were spread more evenly through the year.

"Nine-month school scheduling causes most families to prefer vacations during summer months, which are not necessarily the best for vacationing.

"Long term weather records indicate that September is usually Oregon's driest month, October is second driest, August is third, and July is fourth," he added.

He said spreading vacations through more of each year also would level out peaks and valleys on the Oregon tourist business.

Howe believes the shift to a 12-month school year also would give more students a chance to find work during vacation, because they would not all go into the job market during the summer.

Crime increases

Howe said juvenile crime rates hit their peak in August, when most young people are out of school, but all have found work or other summer activity to occupy them.

He said another major advantage would be that teachers desiring to earn more could do so by working 11 months instead of nine months.

Members of the Portland Chamber of Commerce are filling out questionnaires on what they believe effects on their businesses would be, if the school system moves to a year-round operation.

The school board has not committed itself to the 12-month year, but hopes to launch Benson High to a full year experimental program this year or next.

Howe said queried Benson students have indicated support for the proposal.

First Year-Round School Held Unqualified Success

DIANE MONK

CHICAGO (UPI) — Most of the kids still say they'd prefer year-round vacations, but educators rate the first year's experience of year-round school in Valley View School District as an unqualified success.

"In fact, it's going so smoothly that we've served 100 more students than we planned for," said Joseph Thompson, principal of Valley View's year-round school, which opened on a year-round schedule last June 30.

The Valley View plan, dubbed "45-15," eliminates long summer vacations and replaces them with four 15-day class sessions, each followed by a three-week vacation. School also closes during Christmas week, Easter week and for at least one week in July.

The district's 40,000 residents got their first chance to react to the plan last September, when a three-part referendum was held on a school building program. Voters approved all three proposals, including the issuance of \$150 million in bonds.

Plan's Success Seen

Thompson and other district officials considered the vote a victory for the year-round plan as well as for the building program.

One of the key purposes of the "45-15" plan is better utilization of the many taxpayers' elementary schools, said the superintendent of Valley View.

When the district was formed 17 years ago, it was a small town, but most were only 100 pupils. Now, pressed for space for the youngsters, the district has 100 schools and one more that is under construction.

By adding the year-round plan to the district's building program, the district is saving money by using the same buildings for year-round school.

The schools are divided into four groups, three of which attend 15-day sessions simultaneously. The fourth group that does not attend during the summer months always are full.

The district's operating costs have not increased, but its teachers now have the opportunity to work all year and thus receive more money.

By Illinois law, teachers cannot be required to work more than 180 days in a year. But of 180 days of Valley View's faculty decided to teach year-round this year.

Valley View's year-round school plan currently being operated on a district-wide basis in the United States.

The district recently received a \$27,000 grant from the state to finance a program of demonstration of the year-round plan for other Illinois educators.

Gove said the district office receives about 30 phone calls and seven letters a week from persons wanting information about the 45-15 plan.

Complaints Few

The assistant superintendent also said his office has received almost no complaints from parents or teachers about the new system.

"It's a good answer to the problem of too many large and too few classrooms," said

Thompson, a year-round kindergarten teacher at Park View School in Romeoville.

Miss Trent said most of the colleagues agree with her.

Miss Trent, who has three children in Valley View, said she spends at school, said she likes the year-round plan because it gives her more time with her kids always got so much in the summer.

Some of the students interviewed said they preferred year-round school, but most were only 100 pupils. Now, pressed for space for the youngsters, the district has 100 schools and one more that is under construction.

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Year-Around School Eyed

Benson High School's students, faculty administrators and parents are studying the possibility of moving to a year-round school operation in the fall of 1971.

Portland School Supt. Robert Blanchard has asked Benson officials to serve as an experimental operation for the Portland system.

Paul Howe, Portland school board member who has studied several types of year-round operations, said, "The kinks could be ironed out at Benson" and some other Portland schools could move to year-round operations in the fall of 1971.

Howe believed that using school buildings a full year would reduce the school system's future building needs by as much as \$18 million.

Nothing Definite

All Nishimura, vice principal at Benson, said nothing definite has been worked out.

"But we are conducting meetings of parents, students, department heads and faculty to air all the advantages and disadvantages of moving to a full year program."

The plan favored by Howe would divide the Benson student body into four sections.

On an alternating basis, one-fourth of the students would be on vacation at all times during the year. Each section of students would attend classes 12 weeks, and then be off four. The cycle would be repeated three times yearly.

Plan Outlined

Each section of students would be on vacation at least four weeks during the summer months, in addition to having two 4-week vacations through the fall, winter and spring months.

Howe believes the schedule would permit teachers a choice of either teaching nine months or 11 months.

All students would be out of school on accepted holidays, including ledger leaves for Christmas, spring vacation and Labor Day. Nov. 6, 1970

School Due To Close In Gresham

By FRED MAST

Staff Writer, The Oregonian

GRESHAM (Special) — A decision in Scranton, Pa., that will result in the closing of Gresham's only parochial school hit the Rev. A.A. Meyer's Catholic parish like a bombshell.

It had a similar effect on Gordon Russell, superintendent of Gresham's already bulging public school district.

Father Meyer, pastor of St. Henry's Church, said the parochial school will have to close in June at the end of its 16th year because the order of Immaculate Heart of Mary Sisters of Scranton decided to withdraw six nuns who teach at the school.

"It came as a complete surprise to us," said Father Meyer. "Two sisters from Scranton came out here to inform us of the decision early this month. And it was confirmed by letter four or five days later."

300 Enrolled

About 300 pupils are enrolled in grades 1-8 at the school. Father Meyer said about 240 of them live within Gresham Grade School District boundaries and apparently will have to be absorbed in public schools for the 1971-72 term. The nearest Catholic school is St. Anne's at 1805 St. 142nd Ave., and it is operating over its enrollment capacity, said Father Meyer.

Public school officials formally were notified of the decision Tuesday morning — only hours before an already-scheduled school board meeting was to take up the problem of over-enrolled schools. Tuesday night the board heard proposals for a split shift of first and second grade students for the 1971-72 school year and conversion of the entire district to year-round classes in subsequent years. No action was taken.

Unlike other parochial schools which have had to close, St. Henry's is not under financial duress. Parishioners have been supporting it to the tune of about \$40,000 a year, said Father Meyer.

"Financially, I thought we were doing pretty well. We never considered closing it — not until we found we could no longer get the sisters to teach. Then there was no other choice."

Reasons Unsure

The school employs two full-time and two part-time lay teachers, in addition to the six sisters who will be leaving.

"The only alternative," said Father Meyer, "would be to hire all lay teachers. If we did that, then we would have a public school. And it would have been very costly for us."

He said the Order's decision to recall its nuns apparently was based on the need to fill out depleted teaching staffs at parochial schools nearer Scranton. They have 25 or 30 schools in Pennsylvania alone," Father Meyer said.

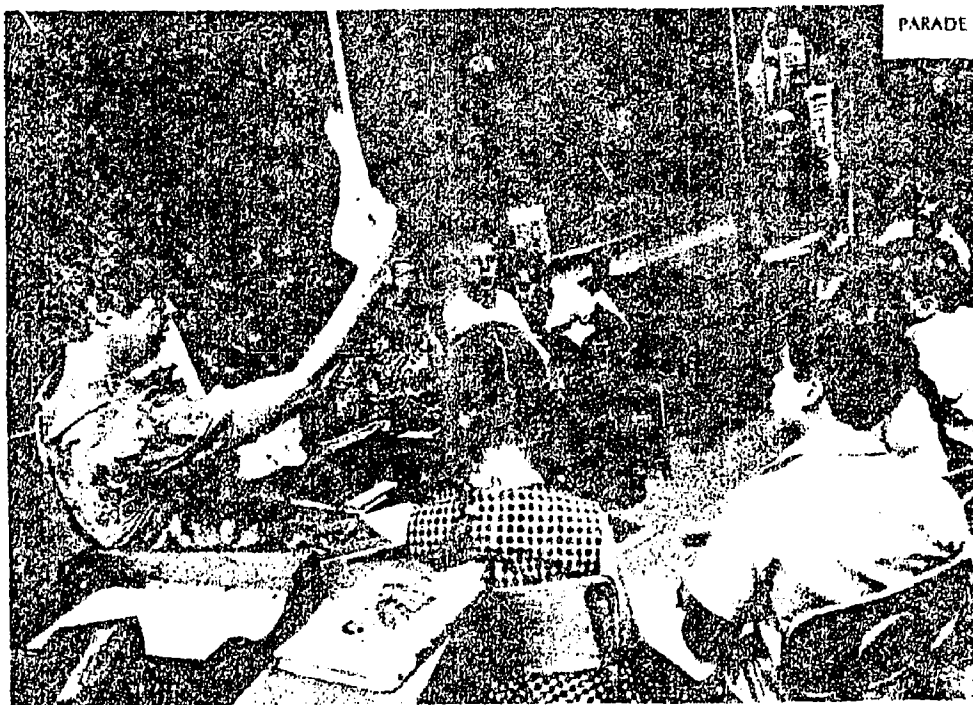
"I am somewhat sad about the whole situation," said the parish leader of 19 years. "Except for the fact that in 16 years the school has contributed much to the community."

Growth Expected

Russell said the district is considering negotiations for the use of St. Henry's eight classrooms, each of which could "easily" accommodate 30 students.

The district presently operates on teacher-student ratios of 1:25 in the lower grades and 1:30 in the upper grades, he said.

Enrollment is now "right at capacity," and Russell anticipates 15 per cent growth, about 400 students, for the 1971-72 school year. That figure does not include the 240 parochial pupils who will be entering the system in September.



Valley View School near Chicago keeps its classes small by staying open all year, including the summer vacation. Here Mrs. Jean Kwirant teaches third-grade pupils.

Why It Pays To Keep A School Open All Year

by Thomas F. Driscoll

CHICAGO, ILL.

What can a school district do when it has 7000 pupils, room for only 5500, and has run out of funds to build more classrooms?

Simple. Do away with the three-month summer vacation, when the buildings stand idle, and send kids to school all year long in rotating shifts.

Last summer such a program was started in a suburban Chicago school district which faced this problem: too many pupils for the number of classrooms it could afford.

Valley View Elementary District, 30 miles southwest of the Loop, launched what it calls the "45-15 Continuous School Year Plan." It is surprisingly simple, and so far has run smoothly without serious objections from either parents, teachers, or pupils.

The figures 45-15 form the heart of the plan. Every youngster goes to school for 45 class days (about nine weeks) and then has a 15-class-day (three-week) vacation. All year long. But in rotating shifts.

Here is the way it works:

The entire school district, composed of about 7000 pupils in five elementary schools and one junior high, is divided into four groups. Three groups are in class while the fourth is on vacation.

Thus, about 5250 pupils attend school—without overtaxing the facilities—and 1750 stay home.

Valley View started the program on June 30, 1970, by sending Group 1 to class. Fifteen class days later, Group 2

started. After another 15 days, Group 3 began.

By the time the next 15-day period ended, it was Aug. 31. Group 1 then went on vacation, and Group 4 took its place. After another 15 days, Group 2 went home and Group 1 started up again. And so on throughout the year.

Weekends, holidays, and traditional Christmas and Easter vacations are enjoyed by all students simultaneously.

In addition, all pupils will get 12 days off together from June 24 to July 6 so that maintenance work can be done on the schools and buses.

No vacation loss

At the end of a calendar year, every pupil will have been in class 180 days as required by Illinois law (four 45-day sessions). He also will have had a total of three months' vacation, plus holidays, just as he used to have during the long, lazy summer.

All children from the same family are put into the same group, so they can always vacation together. Neighborhoods, too, are kept in one group so that friends and playmates can share their free time.

"Basically, 200 years of tradition are being changed," said James Cove, an assistant superintendent who helped to develop the plan.

Said J. Patrick Page, the district's research director:

"The three-month summer vacation is a holdover from the days of agriculture. The kids had to have summers off

so they could help on the farm. That's no longer necessary."

Valley View's problem was that of the typical suburb. Its population exploded.

In 1953 Valley View had five one-room country schools with a total enrollment of 89. Ten years later, in 1963, enrollment was 2400. Today it is 7000.

In 15 years the district has changed from a languid, rural community to a beehive of subdivisions composed mostly of middle-class workers.

As it grew, residents approved 15 bond issues and built six new schools.

Two years ago they reached the legal borrowing limit, and began searching for an alternative to money and construction. They found it in 45-15, a plan formulated by the district's professional administrators but urged originally by the seven laymen on the school board.

Instantly upon its adoption, 45-15 increased Valley View's building capacity by one-third. It was the equivalent of adding 60 classrooms worth \$6 million without spending a cent.

Other economies came with it. There is no interest to be paid on bonds issued for construction. No principal or staff had to be hired for another school. No janitors. No office clerks. There is no depreciation of a new building, no new grass to cut, no more desks to buy or libraries to equip.

Save on buses, too

Valley View needs three-fourths the number of buses, and three-fourths as many textbooks, microscopes, tape recorders, and other devices which every modern classroom must have.

"Economy is our purpose," said Page. "A few other places in the United States have what they call year-round schools, but they are not like ours."

The fact that the plan is new and breaks with tradition was the principal hurdle which the district faced in inaugurating it. But Page listed these specific objections which a school district is likely to hear in proposing a continuous school year:

1. Family vacations will be destroyed if kids have to go to school in summer.

Equal treatment

"Nonsense," said Page. "How many families take a three-month vacation? Every child under our plan will get three weeks off in summer and will know a year in advance what those weeks will be. He will also get three weeks off at three other times during the year."

"A lot of men who live in our district work in the construction trades and have never been able to take a vacation in summer. Now they can go away with their families at other times of the year."

2. Kids won't adjust to such a plan.

They need their summers off.

"That's a complete myth," Page said. "We asked our counselors last summer to keep a careful watch for any new problems with pupils. They didn't find any. Only two children complained to a counselor about going to school in summer."

Valley View believes 45-15 is better for pupils because they don't forget as much during a three-week vacation as they used to in three months. Also, a student who has trouble learning need not fail an entire year; he can switch to another group, losing only 45 days.

Earn extra money

3. Teachers don't want to work all summer.

"But they like the extra money they can earn teaching all year," said Page, "especially the men who are supporting a family and usually work all summer in construction or some other field."

At Valley View a teacher may choose to work either the traditional nine months or all year long. A new teacher, fresh out of college, gets \$7200 for nine months or \$9600 for 12 months. Experienced teachers can earn as much as \$18,000.

An unexpected plus for teachers is the 45-day turnover. Explained Mrs. Eileen Ward, a veteran Valley View teacher who chose to work all year long:

"If you have a class that's driving you up the wall, you can think, 'I've only got to put up with them for nine weeks.'"

Finding jobs

4. Students won't be able to get summer jobs.

"We are an elementary district," said Page, "and few of our kids work in summer."

The Illinois State Chamber of Commerce, which has endorsed the 45-15 plan and urged businesses to schedule vacations to cooperate with it, says if a high school adopted the plan, its students would have better employment opportunities. They would be out of school, for example, when college students were not, thus reducing the competition for jobs.

5. Teachers need summer for graduate work.

"We've got four universities within easy driving distance of our district," said Page. "There are many opportunities to take graduate courses on Saturdays and in the evenings."

Page says the only parental objections to 45-15 have come from families who moved into the district in mid-summer and found that their children had to start school immediately.

"They were mad," he said, "but not at us. The guy they blamed was the real estate man who didn't tell them about our year-round school."

Year-round school schedule prepared

GRESHAM, OREGON, THURSDAY, SEPT. 23, 1971

The first phase of Gresham Grade School District's year-round school will start Oct. 1.

Parents of children of grade school age in the district will receive registration blanks in which they are to state their preference on scheduling.

The student body will be divided into four groups (A, B, C, D).

The first group will start school July 5, 1972. The second group 15 days later and thus through the four groups. Each group will attend 45 days of

school and then have 15 days off. Only three groups will be attending class at any one time. All legal holidays will be

observed. All pupils will be out of school at the same time at Christmas and for a three week period during August. There is an additional three week vacation for each group during the summer months making a total of six weeks summer vacation.

Superintendent Gordon Russell is asking parents to return the registrations back promptly and to state a second and third choice for the group they wish to have their children in.

If too many want the same group the school will have to make other assignments, Russell said.

All students in the same family will be in the same group even though they may go to different school buildings.

Buses will provide transportation for the entire district each school day. Vacationing students may ride the buses to after school activities and a

special bus will take them home.

The system will extend the use of the buildings and equipment and the district will save substantially in building construction costs. It will not eliminate the need for additional buildings but will cut the need by approximately 33 per cent.

The year-round school will provide a learning situation comparable to the traditional nine month system, Russell said.

Provisions have been made for special education students, pupils who transfer into the district and pupils who made be retained or advanced.

Year-Round Schools Likely In Washington

OLYMPIA (AP) — State combinations of these, he said. Supt. of Public Instruction Louis Bruno said Saturday he is asking the 1971 legislature to approve year-around operation of Washington schools. "Our present nine-month school year is an anachronism, dating from the last century," Bruno said. "Years ago, when children were important members of the labor force on the nation's farms, schools took second place to the seasonal demands of crops and cows."

Bruno said he is including most opposition to the year-round school in his budget request for the 1971-73 biennium. "It's interesting, though, that He said it was endorsed by a recent national survey shows resolution adopted earlier this year by the State Board of Education. He said 14 per cent of the vacation period is preferred by teachers.

He said he would ask the legislature to establish 14 per cent in the spring, 12 per cent in the winter and 25 per cent in the fall." in each of the state's seven congressional districts, to let communities develop the type of year-round school best meeting their needs.

The four basic alternatives, he said, are the four-quarter system, the three-quarter system with an extended semester and the 11-month system. There are also variations and

Year-round school meetings scheduled

Special meetings to inform Gresham grade district patrons about "Year 'Round Plan" with continuous use of school buildings will be conducted Tuesday, June 1, beginning at 7:30 p.m. in the four 1-6 grade schools.

Teams from the citizens advisory board on the continuous school plan will be introducing the program and answering questions.

The plan calls for students to attend school 45 days with 15 days vacation in four cycles, fulfilling the 180-day school attendance required by law.

The advisory committee, formed earlier in the year, has been meeting almost weekly to discuss the program and tailor it to fit needs in the Gresham grade school district.

A voter opinion ballot also goes out this week to residents who voted in the recent budget

election, seeking their views on passing bond issues each year to provide for district needs or to use the present buildings on a year-round schedule.

Ballots will also be available at the schools to registered voters in the district who did not vote in the election.

There would be minor added costs in teacher salary increases and electric power during the summer months, he said. Otherwise cost would be virtually the same. However, he said, this would not increase the cost per pupil.

In talking with a number of people at Valley View Russell said he learned that the students liked the arrangement. They didn't get bored by a vacation longer than 15 days. Also it might mean a chance to get rid of a teacher they didn't like.

Parents told him they did not object to the 15-day vacation periods. Some liked it because they were construction workers who were off work during the winter months. This meant they can take vacations in the winter with their children.

Most teachers Russell talked to liked the system. One said it was easier to get pupils back to their studies after the shorter vacation periods.

Russell is hopeful that the year-round system can be implemented in Gresham by July 1972 (It must start in July to make a full year.)

This could mean the district would not need another school building until 1976, he said. Under the present system the district will need another school next year in addition to the Highland School which is soon to be built.

Gresham grade eyes year-round school plan

GRESHAM, OREGON, THURSDAY, MAY 13, 1971

By HUGH GALE
News Editor

Gresham Grade School District is seriously considering going to a year-round school term.

Gordon Russell, superintendent, told Gresham Chamber of Commerce member Monday noon that such a system would automatically gain a third more classroom space.

This would mean that after Aspen Highland School is open in the fall of 1972 a new building would not be needed until the 1974-75 school year, Russell said.

He expects an enrollment of 3,400 for the fall term this year. That is about 600 more than presently enrolled. This figure includes students from St. Henry Catholic School which will close at the end of this term. It is expected that most of the 250 students at St. Henry will enter public school next year.

Gresham Grade School District has made arrangements to use some of the classroom facilities at St. Henry and also some rooms at the nearby Trinity Lutheran Church.

The system the Gresham district is considering is called the 45-15 system. Students go to

school for 45 days and then are off for 15 days. The school year would start July 1.

Students at each of the school buildings would be divided into four sections. Students from the same area would be going to school at the same time. Also, where there is more than one student in a family all would have the same schedule.

Under this system, at least in the primary grades, the teacher follows the same schedule as the students so there is not the problem of getting adjusted to a new teacher.

The 45-15 plan is in operation at Valley View School near Chicago where Russell visited recently. He reported that the system there appeared to be working satisfactorily.

There are about 50 schools over the nation that are using some type of year-round schedules, Russell said. In most instances it is for the purpose of easing building requirements.

Under the 45-15 plan there are the same number of school days per year, 180, for each student. There is a three-week vacation for all during the summer and one week at Christmas for all.

It would not change the number of teachers needed. There would be one teacher for every 25 students as set by State Department of Education standards.

Teachers with whom Russell talked seemed to approve the plan. The kids also seemed to

Students in athletic programs are allowed to participate during their vacation periods but must supply their own transportation.

Some teachers believe that under the shorter vacation period pupils retain more of their learning. Now some kids take a while to get back to their studies after a long summer vacation.

The system would not eliminate the need for new schools if the student population continues to grow at its present rate.

Russell said that under the present nine-month term the district would need to build five schools during the years 1973-77. Under the year-round system only three new schools would be needed.

Russell said the school board would be making the decision on whether to implement the system. However, before a decision is made, Russell said there would be some kind of poll taken on what the people in the district thought of the system. He said a final decision would be reached by December of this year.

The system, if initiated, would not affect the high schools.

The Grade School board is no longer considering double-shifting because when such a plan was announced several hundred parents showed up at a board meeting to protest.

Three Gresham schools to double-shift in fall

GRESHAM, OREGON, THURSDAY, FEBRUARY 11, 1971

First and second graders in three of Gresham Grade School District schools will double-shift next fall.

The schools are Powell Valley, East Gresham and North Gresham.

School building construction has not kept ahead of the rapid student population growth. According to Gresham Grade School District Superintendent Gordon Russell recent growth has meant a new school would have to be built every two years to keep ahead of the growth.

This means that the new school to be built at Aspen Heights will be filled when it opens in 1972.

School population in the past year increased 12½ per cent, Russell said. Actual count this year is 2,812. The count last year was 2,496.

Under double shifting, half the students will be in school

from 8:15 a.m. to 12:15 p.m. on the first shift and the other half on the second shift from 12 noon to 4 p.m.

Both shifts will have lunch at school. State law limits a school day to 3½ hours, Russell said. But the four-hour shift will be acceptable in the Gresham

Gordon Russell, superintendent of Gresham Grade Schools, announced Tuesday morning that there would be a public meeting at Dexter McCarty School Tuesday, Feb. 16, at 7:30 p.m.

There will be an explanation of the school district's proposal to double-shift classes in three schools next year and also the proposed 12-month school year.

schools because the longer day includes supervised play periods, lavatory breaks and the lunch hour he said.

Also under consideration is a 12-month school year. "It looks to be one of Gresham's possible solutions to high property tax rates and to the continued population growth."

He has invited letters of comment. Address: Gresham Grade District 4, 1400 SE 5th, Gresham, Oregon, 97030.

Mothers object

Thirty-five to 40 women, some with small children, appeared at Dexter McCarty School Tuesday morning to protest the school's announcement that there would be double-shifting next year.

School officials explained the reasons and promised a public meeting for further discussions.

The mothers also objected to a proposal for a 12-month school.

Answer promised-later on school double shifting

About 450 persons gathered at Dext. McCarty School Tuesday night to hear school officials explain why they propose double shifting in three Gresham grade schools next fall.

Gordon Russell, superintendent of Gresham Grade School District, started the meeting by announcing that the over population problem had been compounded since he had called the meeting.

He learned Tuesday morning that St. Henry Catholic Grade will close in June.

This will add 240 students to the public grade schools.

Russell said that before this was learned the school board felt it had a partial answer to escaping the necessity of double shifting.

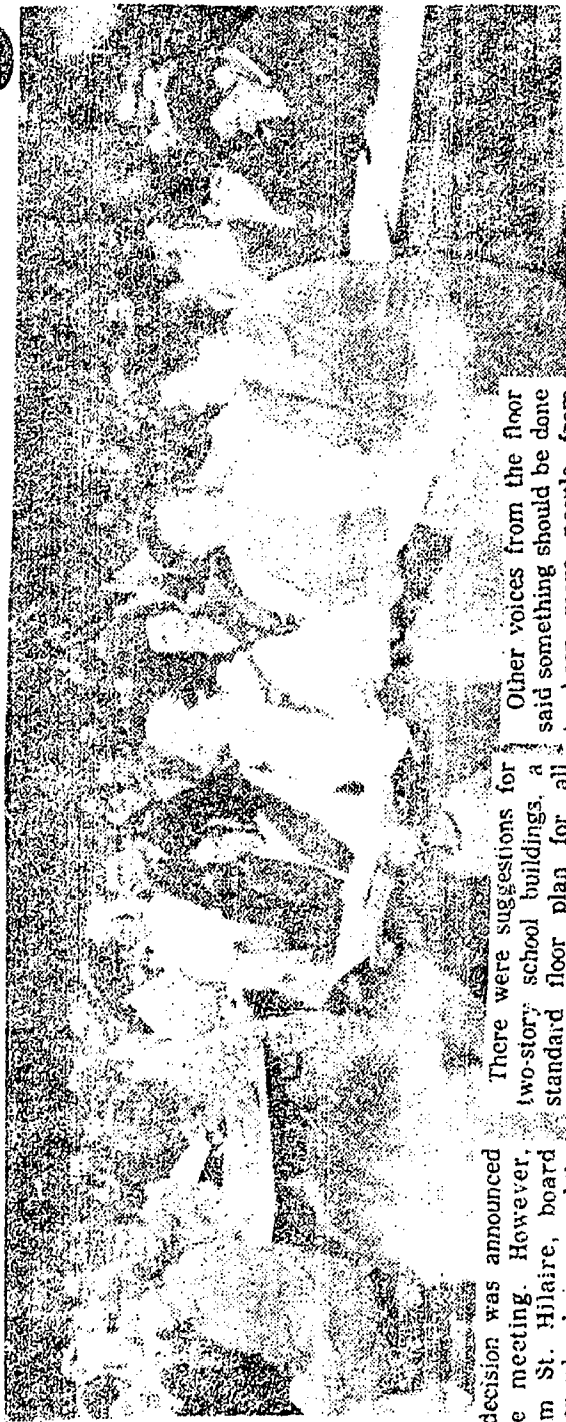
It is to buy three mobile classrooms, utilize several music rooms and perhaps use several churches for classrooms.

Russell said there was a possibility that the district could use the St. Henry facilities. This would give three added classrooms after the Catholic students were accommodated.

No decision was announced at the meeting. However, William St. Hilaire, board member, who chairmanned the meeting, said the board would have a definite answer at its next meeting Thursday, March 11, at 7:30 p.m. He invited the audience to return at that time.

There were objections from the floor on the proposed double shifting. Some feared it would jeopardize the pupils' educational opportunities and others said it would be an inconvenience at home for youngsters to be coming home early or late respectively.

The sharpest criticism from the floor was directed at costs and taxes of schools in general.



There were suggestions for two-story school buildings, a standard floor plan for all schools and better use of present space.

Board Member Dr. Malcom MacGregor said these plans had been studied and found to be unfeasible.

It takes about two years to build a school, so this building will not be ready until the fall of 1972.

MacGregor said that if the voters had approved the original bond issue the district would not be facing its present problem. He said he proposed to ask for another bond issue later this spring to build another school.

Other voices from the floor said something should be done to keep more people from coming to Gresham. There was no suggestion made on how this could be done legally.

Also at the meeting, a sheet was passed out on a 12-month school plan being used in Lockport, Ill. It is called 45-15 continuous school year. Students attend school for 45 days and then are off 15 days.

The board did not encourage discussion of the proposal for Gresham, saying it might be considered at a later date. At any rate, Russell explained, such a plan could not be instituted by the fall term.

FEBRUARY 18, 1971

He explained to the crowd that the district's problem was the rapid school population growth. He pointed out that the school board was aware of the need for new schools and a year ago had asked a bond issue to build two new schools. It was turned down, but later in the year voters approved bonds for a new school to be built at Aspen Highlands.

Year-round school plan called success by Molalla

By WEB RUBLE
of The Oregonian staff

After seven months, officials of the Molalla Elementary School District are calling their year-round school a success.

"As a matter of fact, we can't find anything wrong with it," said Supt. Sam Wilson.

Last June Molalla became the first school district in Oregon to go for a year-round school and Wilson predicts that within five years more than half of Oregon's districts will adopt similar ones.

"Bend is considering it," he said. "And Gresham Ele-

under consideration for Molalla's high school, "but so far the board has indicated this might not be the proper route to go at this time." Ten elementary districts feed the high school, which has about 900 students.

"I know of no secondary school in the nation that has a compulsory year-round program," Jenkins said. "Atlanta, Ga., has a voluntary program, where students may attend during the summer if they wish," but he pointed out Atlanta has a big system and some built-in flexibility.

Jenkins disagrees with Wilson, insisting a year-round school district probably would cost more to operate in the long run than the standard system.

Gordon Russell, superintendent of Gresham Elementary School District, said Gresham will commence a variation of the year-round school program July 5.

Days vary

It is popularly called the 45-15 program — students attend classes for 45 days, then take 15 off. Russell prefers to call it a 9-3 program — students go to school for nine weeks, then take three weeks off. "Sometimes the number of days are 44 or 46, not just 45," he explained.

Students are divided into A, B, C, and D groups. And after Aug. 16, Gresham elementary schools will have three groups in school at a time.

Wilson conceded Molalla's 12-month school is not without problems. One major difficulty he said, is that so many people are coming into the Molalla district it is a never-ending chore keeping class loads and seasonal loads balanced.

As soon as new residents enter the district, school officials inform them of the year-around program. The year is divided into four terms and one-fourth of the 1,114 students in Molalla Elementary District are on vacation at a time.

This way the buildings and around and, because the class loads are spread thinner, we need one-fourth fewer books, supplies, classrooms and teachers," Wilson said. "This is a way of saving money."

Dissenters noted

There are some who do not like the program, of course, but school officials claim they have fielded no large volume of complaints.

For instance, during the summer session last year, there were families who definitely did not want it. "And now this year they want it — that is, they wish their children to attend school during the summer."

There is little evidence of "summer fever," as compared to "spring fever" or the "midwinter drearies." Families who take a vacation during the summer still may, as children are allowed to miss a couple of weeks during the summer session.

Teachers have reported to administrators that balmy summer weather permits greater use of outdoors. Some have said the classroom was used less than 50 per cent of the time during the summer.

The 12-month program has presented parents and youngsters with some options: Take the summer off when the warm weather prevails; take vacation during the fall when it is hunting season, or take vacation during the winter to go skiing.

Wilson said he expected some complaints from farmers, but, "there have been very few." He said many

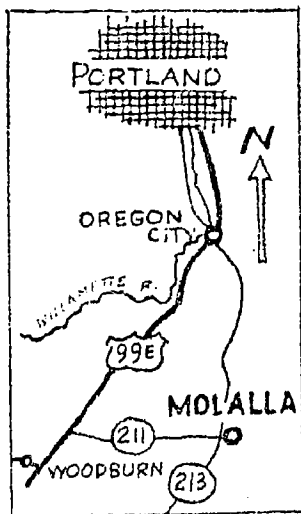
growers of strawberries, beans and Christmas trees have said they like the 12-month program better than the 45-15 alternative Molalla considered.

The latter breaks up the summer harvest season. Under the solid 12-month program, farmers have the same group of youngsters for the entire harvest season.

Teachers have supported the program because it offers options. Teachers may take off any term they wish, or they can work a full 12 months and increase their income.

Molalla adopted the 12-month plan soon after school district patrons rejected a bond issue for classroom construction. Three alternatives were clear to the board: Try to run the issue through the voters again in hopes new construction would be possible; extend the school day or extend the school year.

Wilson said Molalla chose the latter, because of apparent success of experiments elsewhere.



mentary District probably will adopt a variation of it next year."

Wilson said there are about 55 districts in the nation — scattered through Illinois, New York, Kentucky, Georgia, Missouri, Michigan and California — which have the year-around school.

Officials undecided

Supt. R.E. Jewell said Bend's directors are still undecided. He said, however, that if Bend adopts the 12-month program, it probably would do it for the entire system. That is, it would adopt it for the high school as well as the elementary schools. There are about 5,000 pupils in Bend schools.

High School Supt. James Jenkins said the matter is

N. Clackamas studies year-round school

By SARA WICHMAN
Correspondent, The Oregonian

MILWAUKIE — The 1973-74 school year is the tentative target date for switching all North Clackamas schools to a 12-month program, Supt. Dennis R. Carmichael reports.

However, it hinges upon acceptance of the idea by the school board and by patrons. The five board members are expected to decide for or against the concept at an April meeting, Dr. Carmichael said.

In February, Dr. Carmichael, board chairman Harold N. Taylor and board vice-chairman Marvin F. Law traveled to San Diego

for a three-day seminar on year-round schools.

"The feeling is that the thing to do is to make up your mind and then go for it," Dr. Carmichael said.

He feels there are two strong reasons for adopting a year-round program now.

Facilities surveyed

First, the survey of the district's physical facilities, being made by a University of Oregon study team, will be completed this spring. This survey will give school officials an idea of whether the year-round program would help alleviate any crowded situations. It also will provide the district with forecasts of enrollments.

Second, the North Clackamas district is setting up a curriculum for the newly unified schools.

"We are in the throes of pulling five districts into one," Dr. Carmichael explained. "The year-round school program requires the same kind of surgery. The curriculum has to be completely reconstructed."

If the board approves a 12-month program for the district, patrons and students will be brought into the planning stages, according to Dr. Carmichael. He is inviting anyone with questions to contact him.

Dr. Carmichael sees advantages for the students in a year-round school.

"The year-round school requires more individualization of curriculum," he explained.

Thus, tutoring and team teaching could take place more often than in the traditional program. This fits in with methods now used by McLoughlin Middle and South Lewelling Elementary School.

"I will recommend the schedule for implementation in the 1973-74 school year," Dr. Carmichael continued.

If North Clackamas does make the move to the 12-month school, it may be the first unified district in Oregon to do so for all grades kindergarten through 12.

Nine districts join to study all-year school

VANCOUVER, Wash. — Representatives of nine Clark and Cowlitz county school districts met here Thursday to inaugurate a study of all-year-education (the 12-month school years).

School districts represented were Vancouver, Washougal, Battle Ground, and Longview from Clark County and Castle Rock and Longview schools in Cowlitz County.

The study is sponsored by Intermediate School District 112 (ISD 112).

School districts participating in the study are not necessarily contemplating keeping their doors open all year, but only wish to see what benefits the plan might offer individual districts, according to Max Hudson of ISD 112.

By pooling resources and efforts, Hudson said, time consuming duplication of efforts in studying various aspects of all-year education will be eliminated.

Objectives of the study will be to review the need of an all-year Education program; to assess the attitude of district residents toward the idea, and to work as a clearinghouse for information to the public.

Representatives at Thursday's meeting approved establishment of individual district study committees to work with the ISD group.

Next meeting of the committee was set for 10 a.m. May 25 at the ISD building. At that time, Hudson and ISD Supt. Leo Blodgett will report on a special all-year education conference scheduled for Las Vegas May 7-9.