DOCUMENT RESUME

ED 079 838 95 EA 005 282

AUTHOR	McCloskey, Gordon
TITLE	Year-Round Community Schools: A Framework for Administrative Leadership.
INSTITUTION	American Association of School Administrators, Washington, D.C.
SPONS AGENCY	American Association of School Administrators, Washington, D.C. National Academy for School Executives.; Office of Education (DHEW), Washington, D.C.
REPORT NO	AASA-021-00392
PUB DATE	[73]
GRANT	OEG-0-71-3135
NOTE	63p.
AVAILABLE FROM	American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock Number 021-00392, $4.00, Quantity Discount.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrator Guides; *Community Schools; Continuous Progress Plan; Cost Effectiveness; Educational Facilities; *Educational Planning; Extended School Year; Leadership; Organization; Program Guides; Program Proposals; Quarter System; School Calendars; *School Schedules; Space Utilization; Trimester Schedules; *Year Round Schools
IDENTIFIERS	*Educational Efficiency

ABSTRACT

This text is one of a series of three handbooks, each intended to provide busy educational executives with a brief, practical overview of one major issue or movement. The book describes some of the current circumstances that are giving rise to interest in year-round community school programs, differentiates between plans that incorporate year-round use of facilities and those that provide year-round opportunities for pupils to attend school, and summarizes educational principles supporting the logic of year-round community school concepts. The document also presents a capsule summary of some of the major patterns presently being used for year-round school organization. Some of the plans discussed include the consecutive quarter, multiple trails, trimester, staggered quarter, 45-15, 8/9-2, quinmester, and the modified summer school plan. The booklet concludes by examining some of the major obstacles to be overcome in implementing a year-round school program and by defining and analyzing some major administrative tasks involved in year-round community school program planning and organization. Related documents are EA 005 233 and EA 005 281. (Author/DN)

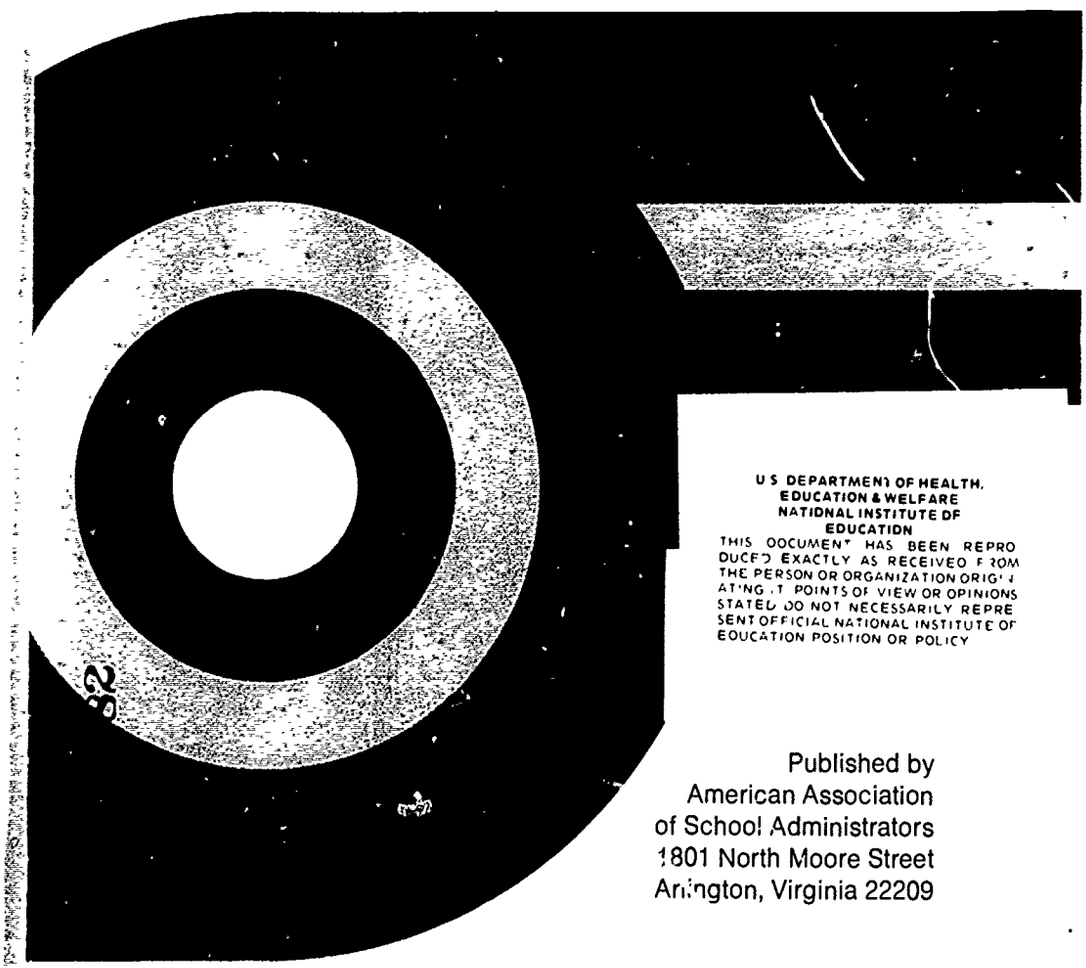
FILMED FROM BEST AVAILABLE COPY

ED 079838

Year-Round Community Schools

A Framework for Administrative Leadership

Prepared for
AASA National Academy
for School Executives



U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Published by
American Association
of School Administrators
1801 North Moore Street
Arlington, Virginia 22209

The work presented in this booklet was performed pursuant to Grant No. OEG-0-71-3135 from the Office of Education, U.S. Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Office of Education and no official endorsement by the Office of Education should be inferred.

Single copy, $4.00.
2-9 copies, 10 percent discount;
10 or more copies, 20 percent discount.

Stock number 021-00392

All members of the American Association of School Administrators receive a copy of this book as part of their 1973 membership.

FOREWORD

The calendar of operation used by most American schools has its roots deeply imbedded in the agrarian society that we once were. During the time when school children were needed to tend to the crops during the summer of the year, that school calendar made ultimate good sense. It seems safe to observe that those days are now gone forever. Just as the old calendar responded to a need when it was established, the year-round community school concept is likewise responding to a need in today's society.

The move to town and city which began with the industrialization of this country is now almost complete. The vast majority of students in American schools have little or nothing to do during the summer vacation period. It is this enforced idleness, often accompanied by boredom and mischief, that has caused parents in community after community to demand that schools step in and provide some sort of program to eliminate the problem caused by the long summer vacation.

Another group of Americans has also been concerned about the long summer vacations—the taxpayers, a group that includes a considerable number of parents. The taxpayers want the schools used year-round for reasons of efficiency. At a time when taxes are high, it galls them to see school buildings sitting idle a portion of the year. They are fond of likening school buildings to industrial and commercial buildings. They state unequivocally that no industrialist or commercial entrepreneur could leave his physical plant vacant as much as the schools are vacant.

The third major force influencing the year-round use of schools is the community school movement. More and more Americans are viewing their schools as public buildings that can be used for all sorts of community activities. In Flint, Michigan, the Mott

Foundation has developed the community school concept to a high degree of sophistication. It is natural that as communities begin to examine ways to make more effective use of their school buildings they consider the desirability of the community school concept. At the same time, they seek more efficient ways of using their school buildings.

In some ways, the growing demands for year-round use of school buildings are opening the door to some long needed educational reforms. As the school year schedule is changed, curriculum and instruction are reexamined and can be greatly improved; the ways in which facilities are used can be rethought; and, in short, the serious educational leader can zero in on some real improvements in the system.

This handbook was commissioned as one in a series of three produced under a grant from the U.S. Office of Education, each intended to provide busy educational executives a brief, practical overview of a major issue or movement.

In this publication, author Gordon McCloskey (professor of education at Washington State University) approaches the year-round community school from several points of view. The reader will have a more complete understanding of the concept. He will also have specific suggestions as to ways the year-round community school can be best suited to the needs of any school community. The handbook should prove useful to administrators, teachers, and community patrons interested in the problem. We commend it to every educator willing to examine one of the more promising new approaches to educational improvement.

Paul B. Salmon
Executive Secretary, AASA

CONTENTS

Foreword iii
Introduction vii

Chapter

1. Reasons for Year-Round Community Schools 1
2. Concepts of All-Year Community Schools 7
3. Benefits of Year-Round Community Schools 12
4. Calendar-Year Alternatives 15
5. The Administrative Leadership Required 25
6. A Summary and Action Guide 47

Bibliography 51

INTRODUCTION

Year-round community schools utilize school buildings, staff, and other community facilities most weeks of each year. Their aim is full use of all school and community resources to provide more adequate education for more children, youth, and adults.

The interest in year-round schools that combine school and community resources to better relate schooling to real life is not new. But our present-day need for using all available resources is new. So are the potential benefits of doing so.

In recent years public interest in year-round use of school buildings has increased. Some school districts have reached their legal bonding limits. In others, voters have rejected school bond proposals. People hope that year-round use of existing facilities can reduce the need for new buildings, and to some extent that hope can be realized.

In some districts administrators are initiating year-round community school programs mainly to make more adequate schooling more continuously available to more people. In the process, facilities are utilized more hours per day and more days per year. These efforts are demonstrating that, by showing concern for more efficient use of existing facilities, school administrators can activate public support for a wide range of urgent educational improvements. By demonstrating your determination to make full use of existing facilities, you can increase public awareness of unmet educational needs and the benefits that pupils and communities have at stake in meeting needs.

Experience is showing that all-year community school concepts provide a framework for stimulating faculties, students, and parents to take a fresh look at present-day needs and potentials. This opens minds and generates a will to improve programs.

Public demand for more efficient use of facilities is growing. But so is public interest in curriculum improvements that better meet the present-day needs of children, youth, and adults. This mixture of concern is impelling local school boards and some state legislatures to advocate or require development of year-round school programs. The Texas Legislature has enacted a law requiring all school districts to operate year-round programs. California and Illinois have legislation permitting and providing financial support for year-round operation. None of this legislation mandates curriculum content or organization. Decisions regarding specific means by which schools will serve children, youth, and adults remain largely in local hands.

Current circumstances provide school administrators with a rare opportunity to exercise educational leadership. By seizing this opportunity, they can increase public support for more adequate education and enlarge public confidence in their leadership. Unless administrators *do* lead *now*, citizens will almost surely accept oversimplified solutions proposed by others.

This booklet is intended to provide some guides for administrative leadership. But it is not a "cookbook" of exact recipes for action. Local needs and conditions vary. Every superintendent will need to use his personal judgment. In that spirit the following pages:

- Describe present-day circumstances giving rise to interest in year-round community school programs.
- Define the major difference between plans for year-round use of facilities and plans for year-round opportunity for pupils to attend school.
- Summarize educational principles supporting the logic of year-round community school concepts.
- Capsule some major patterns presently being used for year-round school organization.
- Examine major obstacles to be overcome.
- Define and analyze some major administrative tasks involved in year-round community school program planning and organization.

Gordon McCloskey

CHAPTER 1

Reasons for Year-Round Community Schools

Let's be candid and realistic. Interest in year-round school plans springs from a mixture of motives. Some citizens, especially those familiar with business management and efficiency concepts, feel that facilities should be utilized all year. They note that summer closures are a waste. Many school administrators recognize that this view is consistent with emerging concepts of educational management. Educational leaders also recognize that, by demonstrating concern for efficiency, administrators can help clarify the need for urgent educational improvements and enlarge public support for improvement.

Businessman George Jensen expresses the growing public concern for more efficient use of facilities:

> Most people's interest in a year-round school calendar is sparked by the economy angle, and it is clear that any of the above-mentioned plans releases classroom space right away. While this is not the prime reason to move in this direction, it is important because school finances are of the utmost importance to those paying the bills, and we must find a greater return on our huge expenditure for construction. . . .
>
> Many professional schoolmen are inclined to disregard this significant efficiency increase in the use of facilities saying that the schoolhouse and its maintenance represent a small part of the total education budget. This attitude arises from the fact that most school superintendents and other administrators are inadequately trained in financial matters. No competent business executive would laugh off a potential saving of even one or two percent in his operating budget. He knows substantial economies are accomplished by putting together a number of small ones.[1]

[1] George Jensen, "Does Year-Round Education Make Sense?" *Compact* 4 (December 1970): 4-5.

But after assessing the advantages and disadvantages of various year-round school plans, Minnesota Governor Harold LeVander reminded the Education Commission of the States that "keeping the schools open all year to utilize facilities fully would have little benefit if it just meant more of the same kind of education which is now being widely criticized." [2]

Educators' concern for development of year-round instructional programs that better meet pupils' existing needs is shared by former Pennsylvania Governor Raymond P. Shafer. Quite realistically he observes that:

> Year-around school programs, in some cases, may not immediately make available more classrooms, reduce class sizes, eliminate obsolete facilities, or provide better and more relevant use of programs, personnel and buildings. However, if nothing else is accomplished, the consideration of a year-round school program can open the door to action in all of these areas. Without major changes and improvements in the curriculum, a year-round program could be just an extended version of a defective traditional school year. The educational value of the longer school year will depend upon what is done with the extra time that is gained.
>
> In preparing for a year-round school program, school districts may want to revise the entire school program, adopting new curricula and new instructional approaches. Courses of study and schedules will have to be broken into new time blocks to correspond to a new year-round school calendar. In addition, the year-round school can call for the development of new courses or the expansion of old courses. Most of all, the year-round school could be distinguished by emphasis upon acceleration, individualized instruction, flexible scheduling, student rather than subject centered learning activities, and many of the other characteristics needed to make public school education relevant to the educational needs of our society. Through all this and more, the extended school year can encourage significant changes in currently practiced educational philosophies and help build new frameworks for a more effective school district educational program.[3]

Adequate year-round community schools can make better use of facilities But they can do much more than that: they can provide better education for more people. The strength of an all-year community school grows from the logic with which it enables youth and adults to better pursue contemporary needs and potentials.

---

[2] Harold LeVander, "The Calendar as an Educational Resource," *Compact* 4 (December 1970): 3.

[3] Raymond P. Shafer, "Legislating Flexibility in Pennsylvania," *Compact* 4 (December 1970). 34.

School facilities *should* be used as many weeks a year and as many hours a day or week as possible. Certainly there is plenty of educational work to be done.

- Millions of people, young and old, still lack essential levels of literacy.
- A large percentage of pupils do not complete high school because they are not motivated by existing patterns of instruction.
- The progress and achievements of millions are constricted and retarded by needlessly rigid curricula.
- Most pupils get only fragments of work experience while in school. Many get none.
- Millions of adults need retraining to earn incomes in modern occupations.
- Most youth have only fragmentary contact with civic or cultural endeavors during their school years. Most adults have only slightly more. Schools can help extend these experiences.
- As amounts of leisure time increase, millions of children, youth, and adults seek more opportunity to engage in artistic, intellectual, and physical activities. This will benefit communities in many ways. School facilities can be used for those purposes during evenings, weekends, and summer months.

More intensive use of existing facilities for such purposes can provide more citizens with experiences demonstrating that schools are beneficial. This will increase public confidence in schools and help show the need for additional facilities when they are required.

THE NEED FOR CLARIFICATION OF OBJECTIVES AND COSTS

Valid Concepts of Efficiency

Since so much current interest in year-round schools is rooted in concern for "efficiency," educational leaders have an obligation to be sure that citizens are well-informed about realistic measures of educational efficiency. Keeping buildings fully occupied is one small part of a valid measure. But that measure alone can be misleading.

Efficient use of the months and years pupils have in which to get educated is a much more basic measure. The purpose of the school is to enable pupils to make productive use of their school-age years. Consequently, its real efficiency can be measured accurately

only in terms of how well it enables pupils to use those years, not merely by the occupancy of buildings.

There is an almost comic-tragic contradiction and delusion in oversimplified year-round school definitions that advocate keeping inadequate buildings filled with three-fourths of the pupils while the other fourth are forced to be idle for two or three months of each year Plainly, such arrangements reduce the efficiency with which pupils' school years are used.

It is urgent that administrators help all citizens understand that utilization of existing facilities is only one partial measure of educational efficiency. The much more valid measure is how much of each year pupils will have the opportunity to attend school.

To maximize efficient use of facilities for beneficial purposes requires public clarification of objectives and the actual costs involved. Suggestions that year-round services can be rendered at lower cost are delusions which may mislead citizens and impair pursuit of that goal. Administrators should analyze realistically the differences among the various objectives and expectations activating interest in a diverse assortment of year-round school proposals. You should note carefully that the objective of "making existing facilities do" is seldom the equivalent of providing the educational services needed by children, youth, and adults. You have urgent reason to make sure that citizens understand the large differences.

Differences Between Lower Building Costs and Lower Budgets

You have equally urgent reason to be sure that voters are well-informed about the differences between saving the cost of new buildings and having lower annual school budgets. Many citizens hear that all-year use of facilities can reduce or postpone new building costs. This leads them quite unrealistically to expect that annual school budgets will decline. Few have thought through the facts about the additional costs involved in operating school more months a year or more hours a day. Be sure that those facts are clear.

Make it plain that while new construction costs *can* be saved temporarily, year-round use of buildings will increase maintenance costs and require that teachers be paid for more months each year. Be sure the people understand that annual budgets will go up. Otherwise, still more criticism will be piled on your already bludgeoned head.

Also, be aware that oversimplified all-year school proposals based only on the "let's make what we have do" objective raise the danger of distracting public attention from urgent unmet needs.

Quite understandably, many people hope to dispose of all unpleasant educational finance problems by any [illegible] that happen to be at hand. Be sure that citizens are [illegible] about the many needs that *cannot* be met simply by more intensive use of existing facilities.

Critical Differences Between Optional and Mandatory Plans

Many so called year-round school plans involve questions of the degree to which pupils will have optional opportunity to *attend school more months a year* or be required to *remain out of school for certain weeks or months.*

Careful consideration of these questions clarifies the *very major difference* between plans aimed merely at expectant year-round use of buildings and those aimed at improving educational services for all pupils.

Obviously, plans that require a substantial percentage of pupils to remain out of school for weeks or months each year are not all-year schools for pupils. They should correctly be called "plans for all-year use of buildings," which may or may not be adequate. Only plans providing pupils with opportunity for year-round attendance can accurately be called "year-round school plans."

Alert: In general, most parents respond favorably to plans providing for *optional year-round attendance.* But quite understandably, many oppose enrollment rotation plans that *require* pupils to stay out of school "with nothing to do" for weeks or months during fall, winter, and spring seasons.

Experience, foresight, and responsible concern for pupils educational opportunity suggest that, in most communities, administrators and boards have good reasons to start with plans that give all pupils options for attendance during whatever terms they prefer. This is consistent with continuous progress objectives and principles.

Primacy of Instructional Program Leadership

Experience demonstrates the critical need for leadership in modernization of curriculum and instruction. Many laymen are tempted to support plans for year-round use of buildings that deprive some students of the opportunity to attend school for large portions of each year. They give slight consideration to the effects of such plans on the type of education pupils get. That question gets lost in the enthusiasm for reduction of building costs.

Consequently, there is need for administrators to take steps to be sure citizens understand that the real educational efficiency of any year-round school plan depends almost entirely on the nature and quality of the instruction it provides for children, youth, and adults. Without such leadership, year-round use of facilities is likely to be at best a defensive measure. It may even result in a deterioration of pupils' educational opportunity.

CHAPTER 2

Concepts of All-Year Community Schools

PURPOSES AND POTENTIALS

The significance of any educational arrangement can best be defined in terms of its purposes, the nature of its services, and its benefits for people.

Certainly efficient use of facilities is one legitimate objective. Assuring citizens that buildings are well-used can help increase public confidence in education and enlarge public will to support improvements. So, that can be one good reason for developing a year-round community school program. But potentials for providing children, youth, and adults with better education are more fundamental reasons.

More Practical Application of Learning Concepts

Valid all-year community school programs make more practical applications of tested ideas about the nature of learning and learning processes. So let's get these well-tested guides in focus. Most of them are by now familiar clichés and truisms to which we have long given lip service.

- "Learning" is any increase in people's capability to live well.
- Perceptions of ways to improve living stimulate people to enlarge their capabilities. Educators call this "motivation."
- Perception of ways to live better is accelerated and enlarged by direct contact with the economic, occupational, civic, and cultural realities of life. Educators call this "learning from experience." They use the idea as a basis for experience-based curricula.

ERIC

- The effects of most experiences are interrelated. Few isolated experiences have sustained influence on motives or attitudes.
- The total combination of a person's experience contributes to his perceptions, insights, aspirations, sense of purpose, judgment, aversions, self-restraint, commitments.
- Opportunity to be involved in matters perceived to be of consequence motivates people to enlarge their interests and capabilities. It also activates their desire and will to participate and contribute to social and civic improvement enterprises. Both research and simple observation demonstrate that children, youth, and adults who have such combinations of experience become more aware, better informed, and more sensitive. They also have more realistic personal goals and broader concerns for the well-being of others.
- People can enlarge their awareness, insights, capabilities, and sense of responsibility almost anywhere at almost any time of their lives. The process can go on at any age. The personal and social benefits of continued learning are substantial. Such "education" is not limited to schoolrooms. And it is not limited to the years preceding high school or college graduation.
- Learning, as defined above, can continue throughout life. And in today's world, where new circumstances, needs, resources, and opportunities are evolving so rapidly, it is urgent that people's opportunity to learn should be continuous. This is why community schools both serve and involve large numbers of adults.

An all-year community school can combine the use of school facilities and other community resources in ways that help more citizens improve the quality of life here, now, and in the foreseeable future. It can provide a wide variety of formal and informal learning experiences for children, youth, and adults, day and night, at all seasons of the year. It can provide a wide variety of educational services for all members of the community, young and old. It can better relate education of children and adults to community goals and enterprises.

Schools can become year-round centers for a wide diversity of study, discussion, and work, assisting people of all ages to engage in personal and civic improvements. Community groups can make substantial use of school classrooms, shops, laboratories, gymnasiums, and auditoriums for formal instruction and recreation. People of all ages can participate in public forums and cultural activities.

All-year community schools can utilize a wide variety of persons and situations for instruction and laboratory work. They can develop closer working relationships with private enterprises and civic and cultural agencies which can serve as laboratories to enrich instruction. This creates a relevance and realism that motivates, broadens, and accelerates a fruitful range of learning.

All-year community schools rely heavily on the principle that people learn by doing. They help pupils and other citizens of all ages participate in civic and cultural enterprises. They activate the personal sense of purpose and the reinforcement that comes from involvement in real-life endeavors and from peer group relationships.

Such schools rely heavily on the participation and advice of lay councils for both program planning and program operations.

Quite desirably, there are notable variations in the specific types of services provided and planned in different communities. So far, with good reason, most programs have been designed to meet quite carefully defined local needs. However, most of these local efforts are based on some common educational principles and are aimed at meeting some quite universal needs emerging from current technological-economic-social developments and trends. They utilize time-tested principles of learning and human development.

Experience shows that such schools increase public interest, understanding, and support. This is to be expected. Involvement in efforts to meet felt needs and to pursue common goals gives people a realistic sense of values and commitment.

SOME GUIDING CONCEPTS

Once education is perceived as an ongoing part of real life, the value of mechanisms for interweaving schooling with other aspects of experience becomes obvious. Work can be educative. So can travel, providing new experience with a diversity of environments and people. So can participation in civic and cultural endeavors. So, administrators have reason to arrange schooling in ways that help make such experiences an integral part of education.

Opportunities for interrelated experiences are present at all times of any year. Consequently, year-round community schools are logical arrangements for utilization of out-of-school educational resources. They provide opportunity for a constant integration of in-school and out-of-school experiences.

A beneficial interweaving of in-school and out-of-school experiences requires considerable flexibility with respect to times at which pupils will be in a school building or at other places that contribute to their education. For that reason, valid year-round schools seek to

maximize the flexibility of school entry and exit times. Obviously, dividing school years into quarters or quinmesters increases flexibility. Continuous progress plans which emphasize self-pacing individualized instruction provide for even more flexibility.

Numerous arrangements of calendar time blocks, such as quarters or trimesters, can be used to schedule school buildings for more months of a year. Theoretically, any of those arrangements can enable a school district to use its present buildings to provide some type and amount of educational services for more pupils.

For example, any local or state school system can use a mandatory quarter plan. It can *arbitrarily* divide the pupils normally enrolled into four attendance groups. It can require that only three-fourths attend during any quarter, and that each quarter 25 percent do not attend. Thus, in a year, existing buildings could house 25 percent more pupils. Likewise, by use of a mandatory trimester plan, pupils can arbitrarily be assigned to three attendance groups. Each trimester two-thirds can be permitted to enroll while one-third are required to stay out of school. Thus, during each year, existing buildings could house one-third more pupils.

But analysis, experience, and responsible concern for providing educational services congruent with present-day needs show that wide gaps exist between such mathematical possibilities and efficient use of pupils' school years. The plans do not give adequate consideration to effective use of the months pupils are denied the opportunity to attend school.

Obviously, in themselves, these various devices for dividing a full year into time blocks make slight difference in the nature of instruction or in benefits for youth and adults. In any time span—twelve weeks or forty-eight—instruction may or may not be designed to meet the diverse and changing needs of pupils and communities. The factors that determine benefits derived from any number of weeks are (a) the degree to which *instructional programs are modernized,* and (b) the degree of *flexibility* facilitating opportunity for youth and adults to maximize development of their diverse interests and capabilities.

Benefits Depend on Relevance of Instruction

The heart of any effective year-round community school is a curriculum that facilitates a flexible diversity of individualized instruction.

Beneficial use of modern technology requires that citizens have a wide range of interests and competence. For those reasons, year-round community schools utilize a wide variety of short, up-to-date

units of instruction which are made available to young and old, in school and out, at various times of the year, in whatever sequences and combinations best contribute to the pursuit of individual and community goals. Instruction includes a wide range of classroom and community experiences, including independent study, work-study programs, correspondence work, and participation in civic activities. With faculty advice, students select any combination of units that best fit their individual needs and objectives.

CHAPTER 3

Benefits of Year-Round Community Schools

Assessments of results demonstrate that all-year community schools can yield substantial benefits.

Community Benefits

More people have more opportunity to acquire higher levels of a wider range of capabilities. More do so.

Community-wide participation of pupils and adults in study and discussion of community affairs enlarges the objectives and results of civic endeavor. Communities are improved

Stores, factories, shops, offices, and community agencies can serve as learning laboratories. This helps relate education more closely to the real world of work and citizenship. It also helps employers identify competent young employees

The cooperative efforts of private industry, public agencies, civic and professional organizations, and schools can help all citizens unify their pursuit of personal and community goals in ways that increase the well-being of all.

When more existing community facilities contribute to educational services, the total return for each school budget dollar also goes up.

School shops, labor[illegible] classrooms, and auditoriums can be more available for us[illegible] by adult citizens for educational and recreational purp[illegible]s.

Industrial a[illegible] enterprises obtain more competent employees, and [illegible] more reward and satisfaction from their work.

Parents who [illegible] vacations during spring, autumn, or winter can take their ch[illegible] them. This will help employees

and employers schedule vacations in ways that facilitate steady, year-round employment and stabilize production.

Year-round use of existing buildings can reduce the need for new ones. This can lessen construction and interest costs and make such savings available to improve instruction.

Public awareness of the value of education increases. So does moral and financial support. Experience is demonstrating that citizens are most inclined to support educational services they perceive to be beneficial.

Pupil Benefits

Pupils have more opportunity to develop a richer diversity of capabilities.

Knowledge and insights obtained by study of academic subjects are more directly related to personal and community goals. This increases a sense of relevance that motivates learning.

Instruction becomes more flexible and is better tailored to individual needs. Teachers and counselors extend and accelerate application of innovations such as minicourses, independent study, flexible scheduling, team teaching, and work-study programs.

Instruction can be divided into more short units. This increases each pupil's opportunity to get the specific types of instruction that best meet his personal needs and goals.

A large number of short units of instruction enable students to elect more courses that are of special interest to them.

Students have more opportunity to study with teachers they believe to be most helpful.

Students have more opportunity to combine work experience with school study. They have more opportunity for work at all times of the year. This helps many who cannot find summer work because the job market is flooded then to earn some income at other times of the year. It also increases their opportunity to explore occupations and to have personal contact with employers.

Students have more opportunity to participate in the work of civic, social, and cultural agencies. Such experiences are part of their regular school work, and they get school credit for them.

Students who wish to do so can reduce the number of years required for graduation. By attending school during summers they can complete their schooling sooner.

To the degree that "failure" continues to be a practice, any plan that divides instruction into smaller units reduces the scope of failure. A student is not locked into a full-year course. If, for

example, he fails a nine-week course, he only loses one-quarter of a year.

Teacher Benefits

Many teachers who wish to do so can have year-round employment with commensurate increase of income.

Teachers who wish to get advanced training during winter terms can do so.

Teachers will have much more opportunity to individualize instruction in whatever ways they think are most beneficial for students. Those who wish to develop short units of instruction will have much more opportunity to do so.

Teachers who wish to do so can plan vacations at whatever seasons of the year are most preferable.

CHAPTER 4

Calendar-Year Alternatives

In recent years, many school districts have considered various plans for dividing a school year into shorter time blocks. These include what are commonly called:

Continuous progress plans
Consecutive quarter plans
Multiple trails concepts
Staggered quarter plans
45-15 plans
8/9-2 plans
Trimester plans
Quinmester plans
Summer school plans.

None of these so-called plans are rigid arrangements of unvariable specifics. They are only general ideas for arranging diverse combinations of time and instruction into patterns that meet the varied needs of children, youth, and adults. To different degrees, any of these plans can be used for any, or all, of three purposes:

1. To diversify and enrich instruction.
2. To accelerate completion of normal elementary or high school requirements.
3. To accommodate more pupils and more adults in existing facilities by increasing the days per year and the hours per day buildings are used.

All of these plans involve consideration of the following factors:

1. Types and quality of instruction, counseling, and out-of-school experiences that best enable pupils and adults to acquire insights and capabilities essential for effective living.

2. The number of days per year schools serve various groups of pupils and adults.
3. The number of days per year different groups of pupils occupy school buildings.
4. The number of hours per day different groups of pupils occupy school facilities.
5. The number of pupils that can be accommodated by existing facilities.
6. The number of pupils that will be enrolled in the near future.
7. The reactions of parents, employers, summer resorts, churches, and students to changes in traditional summer vacation months and to other out-of-school weeks during fall, winter, and spring months. Many parents resist arbitrary requirements that pupils be out of school for weeks or months during fall, winter, or spring. They argue that pupils "have nothing to do" during such times. Many parents also protest required attendance during traditional summer vacation months. So do the private and church sponsors of summer camps and resorts.
8. Costs of year-round maintenance, staffing, and transportation.

The degree to which any of these plans can increase the number of pupils who can be accommodated in existing facilities depends on what percentages of the student body are and are not permitted to occupy buildings during various weeks or months of a year, or during various hours of a day. Obviously, space not used by some pupils during some days can be occupied by others. The extent to which the number housed in a year can be increased depends largely on the degree to which attendance during various terms is *mandatory* or *optional*.

Some plans also increase the hours per day some groups of pupils occupy buildings. If attendance hours are staggered, the number that can be accommodated during a day goes up.

Consequently, to varying degrees, any of the above plans can reduce and delay needs for new buildings. But annual budgets go up because schools are staffed more months of a year. The amount of budget increase depends largely on the percentage of teachers employed for all terms and the costs of year-round maintenance and transportation.

All of the above plans can also result in some increase in the number of pupils using instructional materials presently on hand. But wear and tear goes up. So do annual costs.

To varying degrees, any of the above plans can provide teachers with considerable option for working any or all terms. Some

districts employ some teachers during summer quarters for curriculum planning and instructional materials development.

The benefits that pupils and adults derive from any of the above plans depends almost entirely on appropriate reorganization of the curriculum and methods of instruction. For any school term of any length, instruction can be organized into units of any length deemed most useful. All of the above plans can encourage the use of minicourses, some of which can be completed in two, four, or six weeks. When combined with adequate counseling, flexible scheduling, and well-directed independent study, this increases the opportunity to tailor instruction to individual pupil needs and capabilities. It enlarges opportunity for diversity and enrichment. Obviously, such reorganization requires large amounts of faculty planning and well-organized in-service training.

But by itself, no particular arrangement of an annual pupil attendance calendar guarantees such results. The benefits depend on curriculum and instruction developments which may or may not accompany it.

Continuous Progress Plan

The continuous progress plan aims primarily at flexible year-round learning for pupils. It can be utilized for both elementary and high school and commonly provides from 200 to 225 days of instruction per year. The plan involves extensive application of ungraded school and independent study concepts. The school year is not divided into any rigid quarter or quinmester terms because such arbitrary time spans are viewed as irrelevant to the varying rates at which individual students make progress. Pupils are counseled to pursue school work and related out-of-school experiences in whatever combinations and at whatever times are deemed most beneficial to them. Use of self-pacing minicourses and work-study experience is extensive. Points of entry and exit are numerous and flexible.

This plan can provide a vacation during traditional summer months for pupils who prefer that arrangement.

This continuous, flexible school-year concept makes the use of both school facilities and other community facilities *optional* at any time deemed appropriate by teachers, pupils, and parents. Since at most times some pupils are using nonschool facilities, there is some average release of school space for other pupils. But except for that average, the specific kinds and amounts of released space cannot be planned so precisely as by assignment of pupils to mandatory rotating quarter or trimester attendance schedules.

Advocates view the continuous progress plan primarily as a means for improving and enriching education and for relating school work more closely to other educative experiences that can be provided by work, travel, home projects, and participation in civic and cultural activities. However, as figure 1 indicates, the extended year makes it possible for some pupils to complete a normal seven-year program in six years. Likewise, by use of summer months, many pupils can complete a normal twelve-year program in eleven years.

The "Flexible All-Year School" program being developed by the Research-Learning Center at Clarion (Pennsylvania) State College exemplifies ways these benefits can be obtained.

The amount of new building costs saved by any particular continuous progress plan will be influenced largely by the average percentage of pupils who use out-of-school facilities during an average day, week, month, or year. This average will vary from school to school, depending on the nature of the instructional program.

Obviously, the annual cost of operating an enriched year-round continuous progress school for all pupils (young and adult) will be more than that of a conventional 180-day program.

Experience demonstrates that, generally, the continuous progress concept involves more individualized instruction and more staff time for individual pupil guidance and counseling.

FIGURE 1.—POSSIBLE PATTERN FOR ACCELERATED PUPIL PROGRESS IN SIX CONTINUOUS 210-DAY SCHOOL YEARS

Year or Learning Level		
Level 1	Kindergarten—180 days	Grade 1— 30 days
Level 2	Grade 1—150 days	Grade 2— 60 days
Level 3	Grade 2—120 days	Grade 3— 90 days
Level 4	Grade 3— 90 days	Grade 4—120 days
Level 5	Grade 4— 60 days	Grade 5—150 days
Level 6	Grade 5— 30 days	Grade 6—180 days

Consecutive Quarter Plan

This plan can utilize continuous progress concepts. The school year is divided into four twelve-week terms. Attendance during any quarter can be *optional.* Instruction can be organized in small, flexible units permitting large amounts of individualization, including work experience and participation in community agency endeavors.

These procedures facilitate both enrichment and acceleration. Many teachers can be employed year-round.

The secondary school program developed by Atlanta, Georgia, is an outstanding example of benefits inherent in this plan. The avowed purpose of the Atlanta program is to enlarge and enrich educational opportunities and benefits for more youth and adults. The program is the result of affirmative and adroit administrative leadership. With assistance of associates and consultants, Superintendent of Schools John W. Letson involved faculty, community leaders, and students in the formulation of program concepts and development of instructional materials. This highly flexible program emerged from two years of intensive staff and community planning. It utilizes individualized continuous progress concepts. High school teachers and curriculum specialists prepared more than six hundred fifty short units of instruction. With counselors' advice, each quarter each student selects units that best fit next steps in pursuit of his goals. Many of these units combine in-school study with out-of-school work for pay or voluntary service with civic agencies.

Points and times at which youth and adults can enter, leave, and re-enter school are flexible. Youth and adult interest in schooling has increased. So have the percentages of youth and adults enrolled in school programs. Many so-called dropouts return.

The Atlanta program has resulted in substantial increases in public confidence and financial support.

In the consecutive quarter plan, vacation schedules for individual students and staff can be flexible. But general four-week vacations, including traditional Christmas and Easter holidays, can be scheduled. Experience indicates that mandatory attendance during the summer quarter evokes substantial opposition from parents, churches, and proprietors of summer camps and resorts.

Some teachers can be employed year-round. Some who prefer to do so can be employed for fewer months per year or for parts of a day or week.

Multiple Trails Concept

The multiple trails plan emphasizes individualization of instruction and continuous progress. It provides for extensive use of minicourses and various combinations of fifteen- and thirty-minute time modules, enabling high schools to provide a variety of work-study experiences. Each pupil's program is continually planned and modified to fit his needs and objectives. Each pupil attends school during the hours, days, or weeks when instruction meeting his needs is available.

Multiple tr ii. plans usually use school facilities during more than the conventional nu . ber of hours per day. Various groups of pupils can be in and out of school at different hours. Experience indicates that by such ' ngements, existing facilities can accommodate 15-20 percent more pupils.

The hours during which teachers work can also be staggered. The length of their work day or work week need not be increased. If some prefer to work longer, pay scales can be adjusted upward. All of the processes and benefits noted for the consecutive quarter plan are inherent in the multiple trails concept.

Trimester Plan

This is similar to the quarter plan, except that students are divided into three groups instead of four and the school year is divided into three fifteen- or sixteen-week terms. Frequently, some hours are added to the conventional school day. Staggered hours of attendance enable facilities to accommodate more pupils.

Staggered Quarter Plan

A forty-eight-week school year can be divided into four twelve-week terms. To fit these relatively short terms, instruction is organized into smaller units.

Pupils are divided into four attendance groups. Three-fourths are scheduled to attend school each quarter while the other fourth is on vacation (required to remain out of school). Thus during any forty-eight-week year it is mathematically possible for any facility to serve 25 percent more pupils than during a thirty-six-week year. The degree to which this turns out to be so depends on the degree to which students are required to attend during certain quarters or are permitted to choose the quarters they prefer to attend. Relatively few voluntarily stay out of school during fall, winter, or spring quarters. Many parents object to requirements that pupils remain at home during any of those quarters because both prefer traditional summer-month vacations.

45-15 Plan

For elementary schools, some districts use what is called a 45-15 plan. Students are divided into five attendance groups. Each group attends four terms, each forty-five days in length and each followed by fifteen nonschool days. The beginning and ending dates of terms attended by each group are staggered. So are the dates of

the fifteen-day vacation periods for each group While one group is on vacation the other three groups are using vacated facilities. Theoretically, during a 225-day year this plan permits each classroom to seat about 20 percent more pupils than in a traditional 180-day year. The degree to which it will do so depends on whether attendance during various terms is *optional* or *mandatory*.

Vacations for all pupils can be scheduled to include Christmas and Easter holidays.

Experience shows that such arrangements cause many parents to protest having pupils out of school during two- or three-week time spans in fall, winter, and spring months. Because such plans require many pupils to attend school during traditional summer vacation months, they also encounter substantial opposition from churches that operate summer recreation programs and from proprietors of summer camps and resorts.

8/9-2 Plan

The structure of the 8/9-2 plan is similar to that of the 45-15 plan. The school year is divided into four staggered eight- or nine-week terms with staggered two-week vacations between terms. Figure 2 illustrates staggered times at which pupils are in and out of school. These plans can also provide all pupils with a four-week vacation at some time during the summer.

If these plans mandate attendance, approximately 20 percent of all pupils are out of school during all terms.

Quinmester Plan

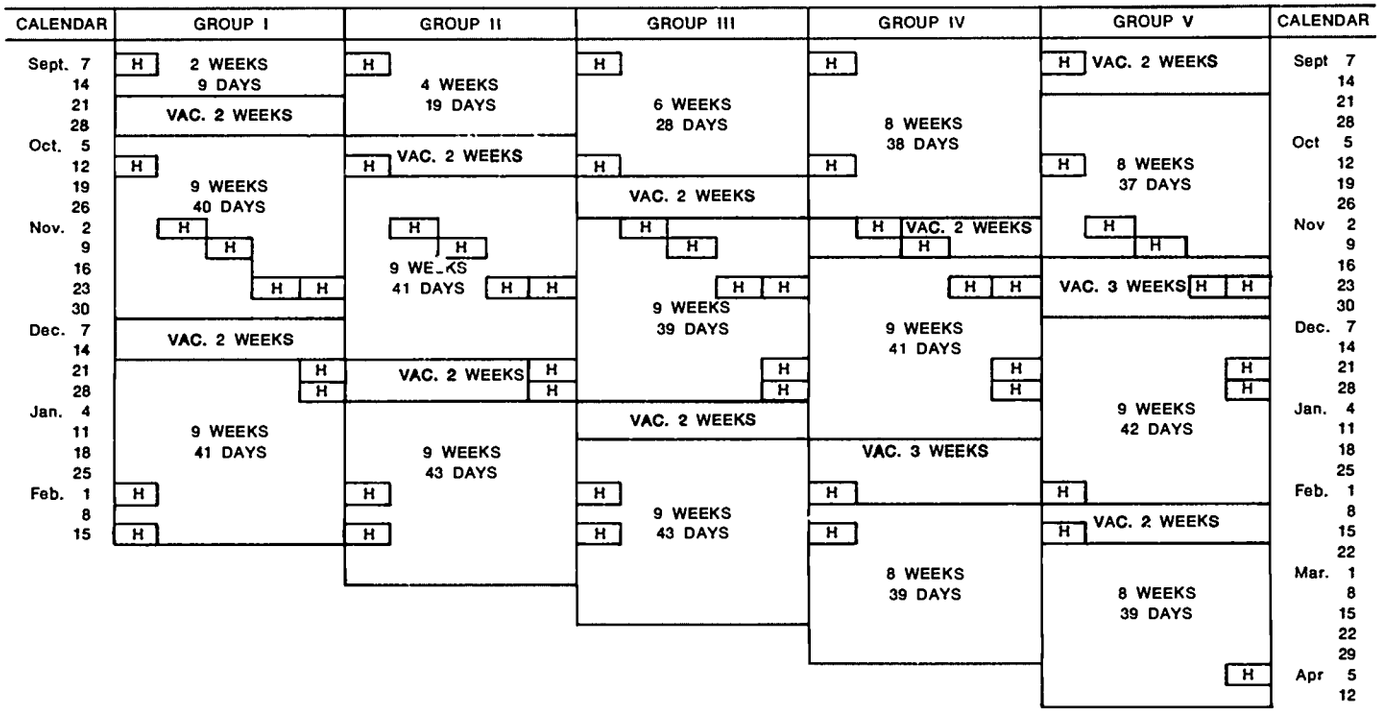
This is similar to the 45-15 plan, except that the time spans of terms are not staggered. A 225-day school year is divided into five terms of forty-five days each. Four of these terms are scheduled at dates corresponding to the traditional 180-day year and the fifth during summer months. Like quarters, the shorter length of quinmester terms encourages flexible use of minicourses, individualization of instruction, and enrichment.

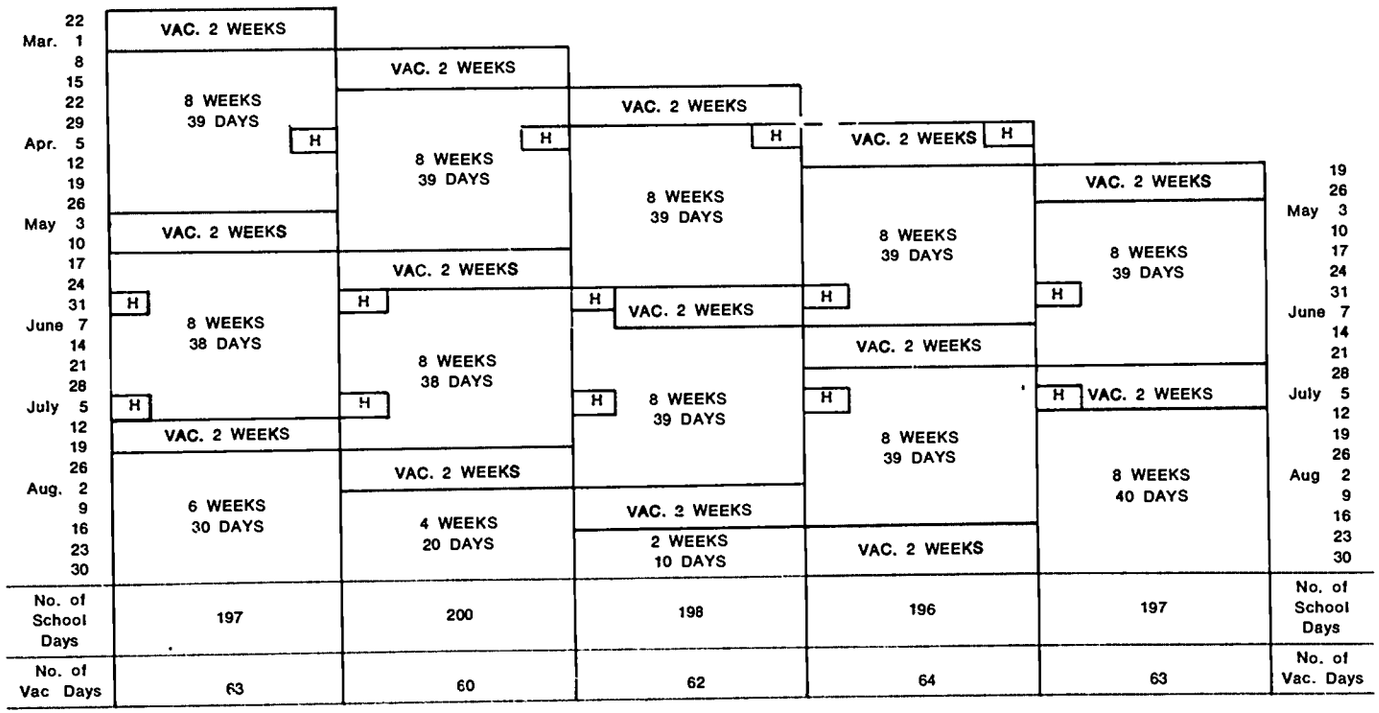
Increases in efficiency of space utilization depend largely on the degree to which attendance during each quinmester is *optional* or *mandatory*.

Modified Summer School Plan

In this case the traditional 180-day school year is supplemented with a twenty-, thirty-, or forty-day summer school. The summer

FIGURE 2.—EXAMPLE OF POSSIBLE STAGGERED VACATION PATTERNS FOR FIVE ATTENDANCE GROUPS




22
Mar. 1
8
15
22
29
Apr. 5
12
19
26
May 3
10
17
24
31
June 7
14
21
28
July 5
12
19
26
Aug. 2
9
16
23
30
VAC. 2 WEEKS
8 WEEKS 39 DAYS
H
VAC. 2 WEEKS
8 WEEKS 38 DAYS
H
VAC. 2 WEEKS
6 WEEKS 30 DAYS
VAC. 2 WEEKS
8 WEEKS 39 DAYS
H
VAC. 2 WEEKS
8 WEEKS 38 DAYS
H
VAC. 2 WEEKS
4 WEEKS 20 DAYS
VAC. 2 WEEKS
8 WEEKS 39 DAYS
H
VAC. 2 WEEKS
H
8 WEEKS 39 DAYS
H
VAC. 2 WEEKS
2 WEEKS 10 DAYS
VAC. 2 WEEKS H
8 WEEKS 39 DAYS
H
VAC. 2 WEEKS
8 WEEKS 39 DAYS
H
VAC. 2 WEEKS
8 WEEKS 39 DAYS
VAC. 2 WEEKS
8 WEEKS 40 DAYS
19
26
May 3
10
17
24
31
June 7
14
21
28
July 5
12
19
26
Aug 2
9
16
23
30
No. of School Days
197
200
198
196
197
No. of Vac. Days
63
60
62
64
63

(H = HOLIDAYS)

school can offer regular school year academic and work-study courses along with remedial services and enrichment courses. Most districts using this plan leave summer attendance optional.

Obviously, summer sessions offer pupils an opportunity to accelerate their progress or to enrich their educational experience.

The degree to which summer sessions can increase the number of pupils that existing buildings can accommodate annually depends on decisions about how many pupils are required to schedule vacations at other times of the year and on the degree to which summer-term enrollment is mandatory. Experience indicates that if summer term courses are mainly academic and if attendance is optional, many pupils do not enroll. Experience also suggests that optional attendance can be increased by offering cultural courses and work-study courses that provide for participation in civic endeavors.

CHAPTER 5

The Administrative Leadership Required

Any local educational development depends largely on the leadership of the superintendent of schools. As superintendent, you can activate interest in and support for almost any combination of all-year community school concepts. Even if bond rejections, debt limitations, or state legislative enactments force some kind of action, the nature of your leadership will have almost decisive influence on the nature of educational services that schools will provide. That influence is inherent in your position. You cannot escape exercising it in one direction or another.

You can make personal decisions about the degree of vigor with which you wish to implement any combination of year-round school concepts. Of course, you can also choose not to exercise influence and simply to moderate consideration of whatever proposals happen to be made by others. In any case, your decision will have inescapable effect—direct or indirect, purposeful or inadvertent—on the nature of whatever program is, or is not, developed.

A Major Undertaking

Development of a good-quality year-round community school is a sizable administrative job. It requires large amounts of analysis, judgment, planning, and leadership. Before starting, realistically assess the large amounts of time and energy you will need to spend. Candidly ask yourself if you wish to take on such a large leadership job. Unless you are prepared to do so the chances for development of a genuinely beneficial program go down.

Your Personal and Professional Stake

You have good reason to seize initiative. Doing so will enhance your ability to influence the nature and quality of your year-round

school program. To the degree that you neglect to lead, other persons and groups are likely to seize initiative and you will find yourself in a defensive position of merely reacting to whatever satisfactory or unsatisfactory suggestions happen to be proposed by other persons. This will make purposeful results uncertain and needlessly complicate your work. It will also tend to erode your public leadership capability.

Even if state legislation or a board decision has required you to proceed, many options for program objectives and organization remain. Decisions will and should be influenced by your own decisions and leadership. So prepare yourself to work in ways most likely to yield good results and to minimize difficulties. Thoroughly prepare yourself to perform the specific administrative and leadership tasks involved in getting the job done.

ASSESSING IDEAS

- *Familiarize yourself with year-round school concepts.*

Be sure you are familiar with the full range of year-round community school concepts. No program can embody all such concepts. Choices of alternatives most likely to meet your objectives must be made, and these should be made with full awareness of probable results and operational problems. So maximize your personal capacity for well-informed judgment. Be sure that you are well-informed about the pros and cons of various concepts and alternatives.

Read. Examine and analyze the wide range of community school concepts. Identify and compare the educational benefits each concept offers. Ask yourself hard questions. Examine and compare the various school-year calendar arrangements described in chapter 4. Then ask yourself hard questions about which concepts and arrangements you can, in good conscience, give consideration to. Next, ask yourself equally hard questions about which plans best fit the needs, conditions, and resources of your school district.

- *Check your perceptions by conferring with other people.*

Consult with other people who have thought through all-year community school concepts and arrangements—other superintendents and researchers who have compared the benefits and problems generally associated with alternative patterns.

- *Assess circumstances, objectives, and expectations.*

Define and assess the circumstances in which you can proceed. Thorough analysis will help clarify specific leadership tasks. Consider the following questions:

What is the present state of public interest? Do you have to activate board, public, and staff interest?

Does state legislation or school board action require development of some type of year-round school program? If so, what were the reasons impelling such action? What are the expected results?

Is cost reduction a major expectation? If so, just what costs can you really reduce or postpone? How much building space do you now have? What are enrollment prospects? To what extent and for how long will a year-round-use plan enable you to house all pupils in existing facilities?

Are the perceptions of your board and other citizens realistic? Do they understand the big difference between savings on immediate construction costs and actual reduction of current budgets?

Approximately how much dollar savings can you actually derive from year-round use of existing buildings?

What are the immediate additional costs of a year-round school?

How much concern do people presently have for program improvements aimed at enlargement of educational benefits?

What parental reaction do you expect? In your community, how critical is the difference between optional and mandatory plans? How will people react to a plan requiring some pupils to attend summer terms? How will parents view a plan that requires pupils to stay home for three-week or three-month time blocks during fall, winter, or spring.

To what extent does your present program embody community school concepts?

To what extent are nonschool community facilities presently being used for school-related programs? What is the state of readiness for more use of community facilities?

What types of educational services do you presently provide for various adult groups?

- *Allocate sufficient time for adequate local planning.*

The success of any year-round community school will depend largely on how well your staff and other community agencies are prepared to provide beneficial instruction, counseling, and experiences. Responsible reorganization of instruction and creation of new instructional units require substantial amounts of time. So does development of effective working relationships with employers and community agencies. Adequate planning may require two years. Carefully assess the type of planning necessary and develop a timetable.

- *Allocate responsibilities.*

Depending on your personal work load and on your administrative staff structure, you probably will want to delegate some responsibilities. With your support, a competent assistant superintendent or curriculum director can lead the entire development. But, as noted in chapter 2, leadership of this scope and complexity requires a high level of insight, judgment, and commitment. So ask yourself some brutally hard questions about who can and will do the job. You need a director who understands year-round school concepts and is committed to educational improvement—someone who can inspire teachers, students, and parents. Persons familiar with financial management and facilities can help him assemble facts about costs and utilization. Someone with public communication competence can help put facts in forms suitable for public discussion, prepare discussion guides, make arrangements for citizen participation, and keep news media informed.

But regardless of what responsibilities you delegate, be sure that someone performs the tasks outlined below.

GETTING HELP

- *Help organize joint efforts to generate state support.*

Local all-year school feasibilities and plans are influenced by state law and state board regulations and by working agreements with state departments of education. If, as is expected, court decisions require more states to provide a larger share of local school funds, the impact of these factors will increase.

In any state, all local superintendents interested in year-round school programs can speed development of essential state support by combining their efforts to do so. Together they can confer with their state superintendent to discuss (a) adaptation of existing state

regulations, and (b) strategy for getting necessary legislation. These discussions should result in well-organized joint plans to work with the state board and with legislators to get legislation and regulations that:

Provide authority for year-round operation of schools.

Provide state financial aid for year-round operation.

Authorize year-round employment of teachers.

Provide financial-aid formulas sufficiently flexible to facilitate development of instructional programs that fit variations in local needs.

Permit modification of high school graduation requirements in ways that facilitate individualization of instruction. (Pennsylvania and Washington have specific plans for escaping from Carnegie units. See the Bibliography.)

Permit modification of entrance-age requirements and grading and promotion practices to allow pupils to enter at more times of the year.

Provide funds for well-designed instructional experiments.

Provide funds for planning year-round school programs.

- *Give a hand on federal aid.*

The amount of state funds available is influenced by the nature and level of federal aid. Join the American Association of School Administrators, the Council of Chief State School Officers, and the National School Boards Association in their efforts to increase federal support.

- *Help define the widening gap between educational needs and support.*

During recent decades technological developments have raised the levels of personal development required for occupational and civic competence. Good year-round community school programs can be a major means of helping people acquire such competence. However, in recent years this need to provide more people with higher levels of competence has been growing at the very time when outmoded tax structures have been limiting the revenues available to meet new needs. Consequently, hard economic "demand" for adequate education has lagged behind both need and potential benefits. In numerous cities, and in some states, educational revenues and services have declined. Right now, economic "demand" for education is going down at the very time the "need" for edu-

cational services and the benefits of such services are demonstrably greater than ever. In these circumstances, educational and political leaders have an obligation to clarify the very critical differences between current "economic demand" and current "needs and benefits."

- *Be aware that modern industries create demand.*

Classic economic theory of a supply-demand market system assumes that people will freely use their incomes and their own *internal* judgment to buy whatever commodities or services best meet their real needs and are of most genuine benefit to them. It is assumed (a) that demand will arise spontaneously from such internal judgments, and (b) that entrepreneurs will assess consumer desires and proceed to produce and market the commodities and services consumers naturally want.

In times past, that theory had considerable validity. But circumstances have changed—radically. Today, responsible educational and political leaders have an obligation to confront the hard fact that in our contemporary competitive society industries obviously do *not* rely on the innate personal values and judgments of consumers to activate demand. On the contrary, in the private sector of the economy, producers utilize a massive advertising industry to *create* and *activate* demand for whatever commodity or service they deem profitable. Corporations producing most of the commodities sold in the United States employ advertising agencies to stimulate demand; none rely on mere product availability to generate it. Even while production is being planned they employ talented people to activate public desire for their forthcoming commodities or services.

Any of these viable sectors of the U.S. economy would dismiss as folly a suggestion that in a dynamic and competitive society it should depend on tradition, or residual goodwill, to sustain or enlarge demand for its output. The few who have tried to do so soon found customer expenditures diverted to other commodities. Clearly, the mere existence of a commodity or service does not alone make its benefits self-evident.

- *Help correct the misleading myth of limited financial resources.*

Educational leaders engaged in obtaining state and federal funds sufficient to meet current needs must also be prepared to confront the falsehood of the old cliché that "our limited financial resources must be spread around." That is simply not true. Any review of the facts will show that for centuries financial resources have steadily been *expanded* to correspond with enlarged capacity to produce commodities and services. Few people understand that

for decades practically all money in circulation has been credit issued by banks to finance production and exchange of whatever commodities or services people perceive to be of worth For example, in recent years we have seen massive amounts of money made available for space exploration, airports, highways, bowling lanes, recreation resorts, and hot pants. There are financial resources made available for production and distribution of whatever commodities or services people give priority to.

Those responsible for educational leadership have reason to confront the demonstrated fact that in such an economic environment the mere availability of educational services will not activate economic demand commensurate with changing needs, resources, or potential benefits. Certainly, current events are clearly demonstrating that such an assumption is false and is depriving children, youth, and adults of the opportunity to acquire the capabilities they need for personal and civic well-being.

Consequently, it is urgent that educational leaders obtain and emphasize hard facts about people's educational needs and benefits and the degree to which needs are or are not being met. Educational needs and benefits must be translated into economic priorities. Without doubt this will be a rugged public struggle. And without doubt, unless educational leaders are prepared to act with awareness and unified vigor, public interest surely will be diverted to lesser priorities.

- *Use the experience of others.*

Save yourself some work, and some mistakes. Use the experience of others. Administrators who have year-round programs under way can help you think through alternatives and make preliminary decisions about the route you want to take. The Research-Learning Center at Clarion State College in Clarion, Pennsylvania, specializes in experimentation with continuous-school-year programs. That center can help you sift ideas for effective planning and organization.

Here are the names of some school systems that have year-round programs in various stages of development:

Atlanta, Georgia. High school quarter plan. Optional. Major objective: enlargement of educational opportunity and instructional improvement. Substantial use of community resources. Outstanding example of educational leadership.

Chula Vista, California. 45-15 plan. Demonstrates facilities utilization. Developed helpful question-and-answer sheet for public use.

Clarion State College, Clarion, Pennsylvania. Nursery school through high school. Flexible all-year school plan. Main objective: curriculum modernization. Wide use of community resources.

Dade County, Florida. Junior and senior high school quinmester plan. Five nine-week sessions. Main objective: curriculum modernization.

Dale City, Virginia. Goodwin Middle School. 45-15 plan. Curriculum modernization.

Franklin Pierce School District, Tacoma, Washington. Junior and senior high school. Two twelve-week semesters and four-week summer school. Main objective: curriculum modernization.

Hayward, California. Park Elementary School. Four quarters of fifty days each, with three weeks between quarters.

Jefferson County Board of Education, Louisville, Kentucky. Pilot programs for all grades. Quarter plan. Main objective: curriculum modernization. Effective work with citizens advisory committee.

La Mesa, California. Elementary. Modified 45-15 plan.

Lockport, Illinois. Valley View Elementary School. 45-15 plan. Demonstrates facilities utilization.

Mankato State College, Mankato, Minnesota. Wilson Campus School. Flexible all-year plan. Main objective: modernization of instruction. Substantial use of community resources.

Molalia, Oregon. Elementary grades. Quarter plan. Mandated attendance. Curriculum modernization.

Prince William County, Manassas, Virginia. All grades. Main objective: curriculum improvement.

Saint Charles, Missouri. Becky-David plan. Primary and intermediate grades. Pupils attend school four nine-week terms with four three-week vacations.

Utica, Michigan. High school. Pilot program for five terms of forty-five days each. Fifth term attendance optional. Enlightening experience with public resistance.

- *Explore sources of financial assistance.*

Adequate planning requires manpower and money. You probably can use some local personnel and funds. Most state depart-

ments of education and the U.S. Office of Education have some funds that can be allocated to local districts for "planning," "equalization," "innovation," "pilot programs," and "exemplary programs." The titles and purposes of these funding programs change, but the purposes of many permit allocation of money for development of year-round community school programs. Keep informed about the availability of state and federal funds. Visit people who direct state departments and federal agencies. Acquaint them with your objectives and discuss prospects for financial assistance.

- *Examine individualized instruction units developed by other school systems.*

At best, organization of an effective curriculum is a large task. Development of up-to-date units of instruction requires time and skill.

Numerous school systems have spent large amounts of time developing a wide range of useful units that can be flexibly utilized in both old and new curriculum areas. For example, Atlanta, Georgia, has developed more than eight hundred fifty high school units. Such materials can give your staff a start and speed curriculum planning. Get them. Modify them to fit your local needs.

MAKING A SOUND START

- *Specify benefits that can be offered as objectives.*

People's acceptance of an idea and the amount of support they are willing to give it are influenced by their perceptions of *benefits.* These perceptions are crucial because they constitute the reasons why people have cause to support development of a year-round school program. So before initiating widespread discussion with your board, staff, students, or the public, carefully prepare a very clear statement of the benefits involved. This provides a constructive *context* essential for purposeful discussion. Without a clear picture of benefits, people have no reason to be interested and discussion cannot possibly be realistic or rational. A clear perception will help staff, students, and laymen see their stake in affirmative interest and support and provide them with a framework for constructive discussion. Experience demonstrates that without a clear picture of benefits, discussions will almost surely be focused on divisive differences of view about the "problems" and on apprehensions born of reluctance to change habitual work patterns.

Some generally recognized benefits are listed in chapter 3. Use that list as a start. Add or delete items in accord with your judgment. Change emphases in whatever ways best fit your local

goals or circumstances. But be sure you have in hand a statement of benefits that can serve to give your board, staff, students, and public a constructive sense of purpose.

- *Prepare to help students and parents understand circumstances and alternatives.*

If debt limits, bond issue rejections, legislation, or board action requires year-round school development, be sure students and parents are informed about space limitations and the advantages and disadvantages of alternative all-year calendar arrangements. Arrange public discussion of facts clarifying the differences between optional and mandatory attendance.

- *Ascertain community opinion.*

You need facts about community opinion regarding mandatory attendance and forced vacations during fall, winter, and spring months. Survey opinions to obtain such facts. Then, with your board, think through what effect they should have on your decision and plans. Depending on circumstances, it may or may not be helpful to give the facts wide publicity.

- *Assemble facts that define needs, objectives, benefits, and feasibilities.*

You want your decision about what type of year-round school plan you propose to be based on facts demonstrating needs, objectives, benefits, and feasibilities. You also want reactions of boards, laymen, staff, and students to your proposal to be based on accurate information.

Concepts of "feasibility studies" vary. A major question gets to be, feasibility of what? Keeping existing buildings full? Instructional program improvement? Mandatory attendance? Optional attendance? The exact facts you will want will depend on what combination of these alternatives you deem essential. In any case, it is clear that to exercise responsible judgment and leadership you need to get facts that show:

The situation you are now in
- Nature of your present curriculum
- Capacity of existing facilities
- Present enrollments
- Projected near-future enrollments
- Public feeling.

The nature of desirable improvements

Instructional and counseling program for children, youth, and adults
Staff
Facilities
Costs.

Alternatives for making improvements

Program
Staff
Facilities
Costs
Revenue sources.

So, consult with competent people to identify the facts you think are relevant to your objectives. Then get them.

- *Prepare a clearly worded fact sheet.*

To provide a base for your own thinking and to give constructive direction to the thought and participation of others, carefully prepare a fact sheet that clearly states:

Need

For a year-round school in your district.

Opportunities

To improve educational services
To make better use of facilities.

Benefits (see chapter 3 for suggestions)

For community
For pupils
For staff.

Facts to be considered

Types of instruction needed by pupils and adults
Use of facilities
Program costs.

Request the help of some civic leaders to help decide what facts are most likely to help citizens understand your objectives. They can help you identify facts and ideas most likely to arouse public interest. You need their sensitivity and judgment.

Get a competent writer to help you word your fact sheet clearly so it is easily understood by laymen. You *do* need him. He can help you avoid much obscure educational jargon that you are not aware of using.

- *Prepare discussion guides.*

Discussion of facts can be either purposeful or aimless. The meanings and significance of facts are influenced by people's perceptions of objectives and benefits. You can develop a list of questions for discussion that will help center concern, thought, and comment on basic matters. Some examples:

What types of instruction do children, youth, and adults need?

How can schools best use school-age years to assure needed instruction?

What facilities are needed to provide such instruction?

Do you think pupils should be permitted to attend school at all times of the year?

Do you favor year-round plans that require some pupils to remain out of school for several weeks or months during fall, winter, or spring?

Do you think more pupils could benefit from work-study programs that give them opportunity to combine work experience with their education?

In what ways do you think adults should be able to use school facilities?

What community facilities do you think could be used to help youth and adults acquire useful knowledge and skills?

You can use such a discussion guide to help people see the meaning of information on your fact sheet. Most people will tend to give first consideration to listed questions. This will act to set a constructive context for consideration of other questions which some people, of course, will raise. Try to foresee these and be prepared to provide facts.

- *Initiate school board deliberations.*

Obviously, at some point early in your deliberations, board consideration and approval are urgent. You can't go far with faculty, student, or public participation without board consent. Some administrative staff members and some faculty representatives can help prepare statements of concepts and benefits and assemble facts about needs and feasibilities for board consideration.

- *Generate support with a well-planned start.*

Experience and common sense demonstrate that at almost any time a school system can initiate some phase, or phases, of a well-

conceived year-round community school plan. Experience also indicates that a plan that clearly outlines stage-by-stage development is most likely to speed board and community approval because it permits a beginning with whatever funds are available. Such a plan also helps activate public interest in making funds available for successive stages.

A key element of any practical plan is a clear definition of *phases that can be implemented as a beginning.*

Atlanta, Georgia, Superintendent of Schools John Letson has capsuled some elements of strategy for making a start that activates a sense of purpose and generates support for further development:

> Prepare a clear, simply worded statement of needs and benefits.
>
> Make a careful but adaptable long-range plan.
>
> Then start with whatever phase of the plan is presently feasible. A start indicates that a decision has been made and that a plan is in operation. This gives visibility to a goal and provides a sense of resolution and direction for next steps.

Initiation of beginning phases does not need to await funds adequate for a complete program. If you wait until funds for all phases of a sound plan are in hand, any start will be years away. Nothing visible will get in motion. Each postponement will imply that your plan is impractical and lacks public support. Staff, students, and the public will weary of prolonged discussion that shows no recognizable results.

Of course, many school administrators have noted the hazards and uncertainties of starting specific phases of a comprehensive program before funds for the entire program can be foreseen. Their concern is well-founded and prudent. Awareness of all of the problems and efforts involved in generating long-range support is a basic element of any plan. *But,* in terms of stimulating the interest and support of staff, students, and the public, *the greater hazard is prolonged delay of any start.* Some start is necessary to crystallize purpose and to demonstrate feasibility and activate commitment. And in reality, no matter how long you delay, there will never be any absolute assurance of funds to finance all phases of any adequate plan. Some uncertainties are inherent in any plan for any long-range developments. They can never all be eliminated. But experience demonstrates that they can be reduced by initiating phases of plans that give people a sense of purpose and a will to act.

- *Be prepared to cope with reservations and objections.*

Realistically confront the fact that a "go" decision will involve coping with many expressions of reasons why an all-year community

school is undesirable and impractical. Be prepared to deal with objections such as:

"It will disrupt traditional summer vacation patterns."

"It will require reorganization of existing courses."

"It will water down academic courses and disrupt sequences of instruction."

"Running around town to work in stores, offices, and shops interferes with pupils' learning."

"People in charge of offices and factories are not qualified to teach."

"Teachers are paid to teach, not to maintain community relationships."

"It won't save any money. It will cost more."

"State law and state aid formulas don't support a longer school year."

"Proposed curriculum changes conflict with state high school graduation requirements and university entrance requirements."

"No one knows how this will work. There are too many uncertainties."

"We don't have good evidence of what results will be."

You can foresee other objections. Do so. And be prepared to console yourself that coping with them in persuasive fashion is a routine leadership job.

ACTIVATING DEVELOPMENT AND SUPPORT

- *Activate purposeful participation.*

Make arrangements to involve teachers, students, civic agencies, and laymen in planning. Set the stage for informed consideration of concepts and benefits. Provide your board, staff, faculty, students, and civic leaders with materials that clarify concepts and benefits. Arrange for widespread discussion.

Involvement in goal setting and planning motivates people to support constructive effort. *Participation* increases understanding and activates a series of psychological processes that generate interest, evoke thought, and crystallize the desire to act. When people participate in making a decision they tend to feel that it corresponds with their interests. They tend to commit themselves to support it. Psychologists call this a "sense of identification." A

reasonable amount of participation in plans for implementing a decision helps get people informed and increases their commitment.

Participation also generates large amounts of person-to-person communication. Participants exchange views. They also discuss their views with friends and associates in shops, offices, stores, clubs, and pubs. This helps generate widespread awareness and concern.

- *Time involvements.*

Effective leaders depend heavily on arrangements that maximize people's participation in analysis, assessment, and goal setting. Such participation evokes a sense of identity that activates people's interests and their will to support a new development

Give careful consideration to the *times* at which staff, faculty, students, and other citizens can most fairly and effectively be involved. Activate involvement at whatever times you have concepts and facts in forms that generate purposeful participation.

At some points in time, members of your administrative staff, principals, teachers, professional associations, students, and other citizens can help you sift through concepts and make decisions about which ones appear to be most beneficial and feasible. At some points in time, their purposeful, well-informed involvement is essential to generate interest, support, and consensus essential for efficient program operation.

Use your judgment about when such involvement is most likely to yield constructive results. A rule of thumb is to do so whenever you have formulated some clearly stated concepts (such as those suggested in chapters 1 and 2) for their consideration and also have facts clarifying their interests in implementing proposals.

Guard against the error of confusing and tiring people with uninformed discussion of vagaries. Experience demonstrates that most people respond best to participation in situations where, with reasonable effort, they can perceive a purpose and acquire a sense of direction. Most people dislike spending much time on nondirective study and research, and their capabilities for such work are limited. In the name of "free," "democratic," "open," "unstructured" participation, many able and sincere faculties and citizens have been wearied and frustrated by aimless discussion in the absence of either guiding ideas or facts. This is unfair to them. And it usually is a waste of leadership energy. Quite understandably, the usual result is exasperation rather than heightened interest and support. Such impositions on people's time and intelligence does not constitute genuine opportunity for purposeful participation.

- *Arrange for constructive faculty participation.*

As noted in chapter 1, the benefits derived from any year-round community school program depend almost entirely on the types and quality of instruction it provides. Clearly, this in turn depends largely on faculty commitment and effort. The two-year curriculum development effort of Atlanta, Georgia, teachers demonstrates the magnitude of their role:

> The need for a more up-to-date curriculum was evident. More than nine years had passed since completion of a major curriculum revision for high schools. Since that time, profound changes had occurred in social and economic conditions, in the composition of the student body, and in the teaching staff. There was a need for the curriculum to be examined and redesigned to provide each pupil educational opportunities which could be challenging but appropriately adjusted so that he could experience success without becoming either bored or discouraged.
>
> A review of needed curricular improvements brought to the fore the need for a program which would permit pupils to take advantage of job opportunities which were not always available during the summer months. Under a quarter plan an employer could employ four different high school pupils, each in turn working his respective quarter, and have the equivalent of a full time employee. The teaching staff would also benefit from greater flexibility in scheduling their time for teaching, in-service training, college study and vacations. The four-quarter plan was adopted as the vehicle by which major curriculum renovations and greater educational opportunities could be realized.
>
> Two years of intensive planning preceded the actual implementation of the four-quarter plan. This period was devoted to examining and completely rewriting the high school curriculum. Courses were designed as autonomously as possible with minimum dependence upon sequence. The content of each course was selected in terms of learning characteristics of identifiable groups of pupils. More than 860 quarter courses were developed which made possible a much wider option for course selection for Atlanta high school pupils. With the assistance of his parents, classroom teacher and counselor, each pupil arranges his schedule each quarter.
>
> Since the number of courses in each subject category has been greatly increased and since the majority of them are non-sequential, considerable flexibility in scheduling is possible. Very few specific courses are required for graduation, though the number of graduation credits in a given area has not been reduced. Pupils may exercise choices not previously possible in course selection.[1]

[1] John W. Letson, "Atlanta Has Begun," *Compact* 4 (December 1970): 15.

Efforts of similar magnitude are required for any year-round school curriculum development. It can be evoked only by large amounts of enthusiastic and well-informed participation by teachers.

- *Plan an adequate in-service training program.*

Most principals and many teachers can be directly involved in curriculum development. This will help them acquire insights and commitments essential for contribution to the program. But those not so involved are unlikely to understand or to share enthusiasm for new objectives and procedures. With your principals, arrange in-service training programs designed to enlarge insight and to motivate wholehearted participation in the new effort.

- *Plan for informed student involvement.*

Carefully assess the immense influence that student understanding and support can have on community will to support educational improvement. Recognize that influence, and respect it. Then arrange for honest and ethical student participation.

Experience is demonstrating that well-informed students have immense persuasive impact on boards, legislators, and other adults. This influence appears to be rooted in adults' concern for the well-being of youth. In any case, direct communication between students and governing bodies of adults usually yields affirmative results. Boards and mass media are impressed by well-reasoned proposals presented by students whose lives are so obviously affected. Many administrators are discovering that students themselves can have immense psychological impact on boards and the public.

With help and encouragement, students will gladly consider and state the types of curriculum and instruction they believe to be of importance to them. They will welcome the opportunity to present their views to boards and to the mass media. So prepare your student organizations to play *major roles.* With them, discuss objectives, facts, and feasibilities. Invite them to participate in planning and in meetings with boards, advisory committees, and mass media.

- *Organize purposeful citizen involvement.*

Carefully appraise types of citizen involvement most likely to enlarge understanding and support. Then, with your board, arrange to get constructive involvement.

To maximize constructive results, remember that there are limits to the time and energy most laymen want to commit. Experience

demonstrates that, in most cases, participation is most satisfactory when laymen can see desirable results from each meeting. So do the staff work necessary to facilitate well-informed participation. Have clear statements, ideas, and facts ready for presentation. That's your job. Laymen do not have the necessary background. Avoid involving people in aimless discussion of vagaries.

You can get much *casual* but useful involvement by using your fact sheet and your discussion guide as substance for presentations at the regularly scheduled meetings of civic, labor, and professional organizations.

You can get much *more sustained* help and support from well-organized citizens advisory committees or study councils. But that positive result depends on how clearly you define a purpose, how well you provide facts essential for purposeful discussion, and how effectively committees or councils are organized.

After evaluating the results of various types of citizen participation, I reached the following conclusions about the values of well-organized study councils and advisory committees:

> In recent years thousands of citizens councils have been organized. Most of them have made valuable contributions, but many have failed and a few have done more harm than good, because their purpose was poorly defined or because they were poorly organized. . . .
>
> *Values of citizens councils*
>
> When the objective of improving schools is clearly defined and when their organization is appropriate, citizens councils have demonstrated capacity to perform the following functions.
>
> They can assemble, appraise, and disseminate facts which clarify educational needs and increase public understanding of what constitutes a good school program. Hundreds of groups have sponsored studies of instructional, building, and financial needs and have formulated helpful proposals for meeting those needs.
>
> They can stimulate an increased sense of responsibility for supporting adequate schooling. The very establishment of a formal organization focuses some attention on the problems with which it deals. Publication of its findings and recommendations informs people of needs about which they are often only partially aware.
>
> They can help boards and administrators crystallize opinions and obtain the unity of action essential for improving schools. Recommendations approved by a formally organized group of community leaders have a prestige which generates public respect and confidence. Council members themselves communicate their opinions directly to others, and council recommendations are publicized by the mass media. The total

process helps arouse awareness of the urgency of educational improvement.

Citizens councils can function as semiofficial means of expressing a cross section of community thought and opinion. In that capacity they can become symbols of a united public will which helps reconcile divisive differences of viewpoint and crystallize a general consent to support the proposals they formulate.

Some cautions

But those results are by no means certain. Experience shows that when the objectives of citizens organizations are vague, or when planning, leadership, or organization is inadequate, the following difficulties are encountered. Some councils have assumed responsibilities and functions which belong to the school board. Others have become pressure groups seeking to force boards to take actions which are in conflict with the educational interests of the community as a whole. In some cases that process has been reversed and boards have "passed the buck" to citizens councils for making decisions which were clearly the responsibility of the board. This has resulted in delay and confusion.[2]

Give careful consideration to the organization of study councils. The word *study* implies an open-minded search for facts and improvements. It helps temper impulses to make ill-informed recommendations.

Of course, many individuals and organizations initiate and direct their own participation in educational matters. That is their right. Many make responsible contributions. But a superintendent of schools who accepts leadership responsibility cannot rely entirely on efforts initiated by other persons. You have reason to initiate arrangements you deem most useful.

Nineteen years ago, Edgar L. Morphet set forth the following administrative guidelines for citizens council development:

> With the advice of the superintendent, *the school board should request community leaders to initiate the organization of a citizens council. The board should provide the council with consultant services. . . .*
>
> *The purpose of a council should be to improve schools. That purpose should be recognized by all members. . . .*
>
> *Relationships between a council, the board, and the superintendent should be carefully defined. . . .*
>
> *Council members should be representative of the entire community.* Unless membership clearly represents a cross section of various economic and social groups, and residents of

[2] Gordon McCloskey, *Education and Public Understanding*, 2nd ed. (New York. Harper and Row, 1967), pp. 412-13.

various geographic areas, committee proposals are unlikely to generate widespread support. Some members should be selected on the basis of their relationships with other organizations or geographic areas. This provides liaison. But they should not be appointed as representatives of those groups or areas, and they should not be responsible to other organizations or to geographic areas for their council actions. Each member should be selected on the basis of his or her capacity to consider and serve the educational needs of the entire community, and that basis of membership should be clarified and publicized.

Membership should be related to a council's purpose. If the purpose is to study the overall, long-term development of an entire school system, a relatively large membership providing liaison with major groups and areas is desirable [but] excessively large councils . . . are unwieldy.

Council members should formalize an agreement on purposes and operating procedures. . . .

Council deliberations and recommendations should be based on consideration of relevant facts. Obtaining and studying facts should comprise a major part of any council's work. The importance of this function is so widely recognized that many groups have purposely named themselves "Study Councils." . . .[3]

- *Develop ethical working relationships with employers and community agencies.*

School administrators can and should exercise a share of leadership in the development of community planning procedures that establish closer relationships between educational plans and agencies planning housing, recreation, employment, health, public assistance, and transportation. This opportunity and responsibility grows from well-recognized facts that those aspects of community life have major impact on pupil learning; on the nature of productive instruction, counseling, and other pupil services; and on proper location of school facilities. Effort to exercise such leadership implies careful consideration of the circumstances and processes involved.

Many private employers and public agencies are making substantial contributions to community school programs. Some students work part time for both pay and credit. Others serve as volunteers. These school-community relationships are beneficial to students.

[3] Ibid., pp. 416-22, derived largely from Edgar L. Morphet, "Cooperative Procedures Should Be Based on Sound Principles" in *Citizen Co-operation for Better Public Schools*, 53rd yrbk., pt. I, National Society for the Study of Education (Chicago: University of Chicago Press, 1954), pp. 241-62.

They can also be means of involving many civic leaders in school programs in ways that increase their moral support for public education.

But those results are by no means automatic or certain. Supervision of part-time student employees requires employer time.

Some cost is involved. Some public agencies are apprehensive that joint efforts with schools may dilute their autonomy and complicate their accustomed planning and decision-making processes.

Become familiar with and respect the responsibilities, functions, and limitations of cooperating agencies. Assess the limitations of the time agency directors and staffs have for discussions of interagency planning. Most directors and personnel are busy. Naturally, those who are creative and responsible tend to use unoccupied hours to improve work within their own organizations. At best, taking time to consider the goals and work of school requires generosity of spirit and considerable self-discipline.

Be aware that very sincere agency directors and employees may be apprehensive that joint planning and cooperative effort may complicate or hamstring their plans and efforts to provide services they perceive to be of worth. Keep in mind the fact that, like educators, many directors and employees have struggled for years to develop and protect their service programs. In good conscience, most of them have sought to organize their work in ways they deem best. Naturally, the best and most responsible among them have developed an admirable sense of identity and loyalty. Quite understandably, some also may have acquired an unrealistic and defensive sense of proprietary right.

Get acquainted with individual staff members. Some are more interested in education than others, and as in school systems, some are more active and exercise more leadership than others.

Recognize the value of informal exploration of mutual interests and responsibility. Productive working relationships usually originate from such personal interchange.

- *Plan work with mass media.*

Newspapers and radio and television newscasters will want to provide concise and accurate reports of plans considered by your board. They will also want to report views of citizens advisory committees. These reports can help generate public awareness of needs and benefits and thus help activiate public interest and support. Remember that printed and broadcast reports can contribute much to a public sense of the importance of a proposal. Such reports can also help create a sense of community consensus.

So, discuss needs, benefits, and feasibilities with publishers, editors, broadcasting station managers, and reporters. Urge your board to do likewise. Be sure mass-media personnel understand your objective and the reasons for your decision. Give them copies of your fact sheet. Provide any other information they request. Ask for their suggestions about mutually satisfactory arrangements for providing them with facts about board proposals and action. Work with your citizens study council and students to help them to do likewise.

* * *

Year-round community school potentials add up to opportunities for school administrators to exert a great deal of leadership for urgent educational improvements. Such leadership can help activate continued public support for education adequate to meet needs that are changing and growing. Such leadership is one aspect of public responsibility. It will gain you deserved public confidence and respect. And not so incidentally, consequent accomplishments will yield you a justified sense of personal achievement and worth.

CHAPTER 6

A Summary and Action Guide

Obviously, a wide diversity of year-round community school concepts and objectives are in the air. Motivations for their development vary. Results can be good, bad, or a mixture of both. The results in your community will be influenced by your choices and decisions and by the nature of your planning. So what can you reasonably do?

- *Assess current needs and circumstances.*

Be hard-nosed about this. Candidly confront the fact that much current interest in so-called year-round schools is motivated by an oversimplified belief that year-round use of facilities will save the cost of new ones.

Public interest in efficient use of funds and facilities to give people access to beneficial educational service is helpful. Responsible administrators share that interest. But that interest alone seldom evokes responsible consideration of people's present-day educational needs or of the large benefits at stake for pupils and communities.

Some Major Considerations: Thoughtfully conceived year-round community schools *can* make much better use of both old and new facilities to provide more citizens of all ages with better opportunities to acquire beneficial insights and capabilities. Mere year-round use of existing facilities with schedules that arbitrarily exclude substantial percentages of pupils from access to school during some weeks or months of each year may save some new building costs. But such pupil attendance schedules probably reduce educational opportunity and quality. Major parts of pupils' youthful years are deliberately wasted. It is unlikely that many citizens will favor such an arrangement.

So, ask yourself some hard questions:

Are you setting out to generate community effort to provide adequate schooling?

Is your aim to make better education more available to more people at more times of the year?

Or are you aiming mainly at using existing facilities for more months of a year even if doing so requires that substantial percentages of pupils remain out of school for some months or weeks each year?

- *Define needs, potentials, objectives, and circumstances.*

Your decision about any type of year-round community school you may propose can reasonably be based on accurate definitions of (a) present-day educational needs of children, youth, and adults, (b) benefits at stake, (c) valid educational objectives, (d) types of educational services that best meet those needs, and (e) circumstances affecting the ways your community and state can best provide beneficial educational services.

- *Prepare to exert needed leadership.*

Recognize the importance of your leadership. Your board and community need help in thinking through year-round community school potentials and alternatives. Without help, they will simply respond to impulse or pressure because they alone cannot assess the consequences of various proposals.

Some so-called year-round school proposals actually reduce pupils' opportunity to attend school. Some people carelessly advocate such arrangements in the name of economy and efficiency. You are the person most responsible for providing accurate *facts about present-day educational needs, benefits, services, and costs.* If you do not do so, decisions surely will be made on the basis of inadequate concepts presented by others. Then you'll be left holding a very large truckload of cans filled with very wriggly worms.

Of course, it is unlikely that your leadership will completely control events or decisions. But it can be a major influence. And, of course, leadership requires considerable effort. But not so much effort as picking up all the pieces if you just sit back and let anything happen.

If you feel that a year-round community school is desirable, or inevitable, don't let things drift. If you do, poorly informed or less responsible groups will seize leadership. Then you'll get whatever

others impose on you. You, and the students, will be stuck with whatever stop-gap arrangement happens to emerge.

Involve your administrative associates, board, consultants, teaching staff, civic leaders, and students in a thorough assessment of the benefits and limitations of various year-round community school concepts. Help everyone keep asking which arrangements increase and which ones decrease educational opportunity and the quality of educational services Decide which concepts you can honestly propose to your board and community. Then initiate widespread public thought and discussions.

Get the strength that comes from unified concern and effort. Combine your interest and planning with that of other districts. Together, go to your state department of education and your legislature and jointly request the kind of legislation and financial support you need. Growing public resistance to property taxes indicates that most states will soon revise their formulas for financial aid to local school districts. Your local district's ability to operate any type of year-round school will be heavily influenced by changes in your state formula.

Take time to plan a satisfactory instructional program. Involve your board, teachers, civic leaders, and students in the planning.

Benefit from the experience of others. Consult with administrators who have developed plans that correspond to your objectives.

Get the help of competent associates. Planning and directing an instructional program that makes any year-round school of worth requires much thought, time, and energy. Select a competent associate to direct this large task.

Prepare a concise fact sheet clarifying major points regarding (a) purpose, (b) benefits at stake, (c) educational program proposals, (d) dates various educational services will be available for children, youth, and adults, and (e) costs.

Prepare a discussion guide that clearly states central issues and questions. Use this in meetings and conferences to help people perceive major goals and considerations. This will facilitate discussion that fosters constructive conclusions.

Maximize informed participation and involvement. With the consent and understanding of your board, arrange meetings that provide adult citizens, teaching staff, and pupils with the opportunity to examine and discuss all items on your fact sheet and in your discussion guide.

Urge board members to moderate some public discussions. With them, plan purposeful use of your fact sheet and discussion guide.

After thorough planning, make a start. This puts you in a position of working with a going program. In this situation, upcoming problems can be solved in the context of a constructive idea that is accepted and in operation. If you delay a start until you have assurance that everything will proceed as planned, you and others can forever find reasons for making no start at all. People will soon lose interest in mere talk. Your leadership thrust will erode.

From honest leadership you will gain public confidence and support.

BIBLIOGRAPHY

Adam, Sam J *The Four-Quarter Plan and Its Feasibility for Port Huron Area School District: A Research Study.* Port Huron, Mich.: Port Huron Area School District, January 1970

Adams, Andrew. "Look Hard at This Year-Round School Plan." *American School Board Journal* 156. 11-15; July 1968.

Adams, Velma A "Extended School Year: A Status Report." *School Management* 14: 13-19; June 1970.

American Association of School Administrators *9+: The Year-Round School.* Arlington, Va.. the Association, 1970.

Ames, Robert G. "Why One District Rejected Year-Round Schools" *Nation's Schools* 84: 94; December 1969

Arkansas School Study Council. *Mt. Sequoyah National Seminar on Year-Round Education.* Fayetteville, Ark.: Fayetteville School District, 1969.

Atlanta Public Schools. *Curriculum Catalog: Quarter Courses.* Atlanta, Ga.: the Schools, 1970.

———. *Effective Instruction: A Report on the Four-Quarter Plan of Organization.* Atlanta, Ga.: the Schools, 1968.

———. *Four-Quarter School Year.* Atlanta, Ga.: the Schools, 1970.

Barnes, Jarvis "Some Internal Problems Associated with a Year-Round Program." Paper presented to the Third National Seminar on Year-Round Education, Cocoa Beach, Fla., March 24, 1971.

Bauman, W. Scott. "The School Calendar Dilemma. A Solution for the Approaching Crisis" Based on address presented at a conference sponsored by the Florida State Department of Education, Tallahassee, May 1, 1969

Blumenberg, E. "School-Community Advisory Council: For Better or For Worse." *Journal of Secondary Education* 46: 60-62; February 1971.

Borel, William P., and Blackmon, C. Robert. "Year-Round School: Innovation or Trend?" *Boardman,* October 1967. pp. 2, 5-8, 22-27.

Brown, C. E. "Emerging Priorities for Continuing Education." *The Curriculum:* Retrospect and Prospect. 1971 Yearbook, Part I, National Society for the Study of Education. Chicago: University of Chicago Press, 1971. pp. 260-70.

Burgdorf, Lucille P., and Harney, Irene F. "Children Experience Community Action." *Instructor* 79: 70-72; May 1970.

"Change? Innovation? Experiment?" *Independent School Bulletin* 31: 5-6; February 1972.

Childress, Jack R., and Philipi, Harlan A. "Administrative Problems Related to the 11- or 12-Month School Year." *High School Journal* 47: 230-37; March 1964.

Christian, Floyd T "The Expanded, Extended School Year in Florida." *Compact* 4: 46-48; December 1970.

Cogswell, John F., and Marsh, Donald G *System Design for a Continuous Progress School—Computer Simulation of Autonomous Scheduling Procedures.* Santa Monica, Calif.: System Development Corporation, 1966.

"Community Education: America's Hope for the Future." *Community Education Journal* 1: 32-37, 48; August 1971.

"Compulsory Four-Quarter School Year." *Educational Leadership* 27. 533; February 1970.

Consider a Year-Round School. Washington, D.C.: National Education Association, 1971.

Cortwright, R. W., and Dorland, J R. "How To Set Up an Adult Education Program." *American School Board Journal* 156. 19-22; February 1969.

Cory, Robert T. "Parents Evaluate an Eleven-Month Program." *Education* 87: 167-70; November 1966.

Croft Educational Services. "Trends and Issues: Bandwagon for the Extended School Year." *Education Summary,* May 1, 1968. p. 1.

Delaware State Department of Public Instruction. *Feasibility of Rescheduled School Year Plans for Delaware Public Elementary and Secondary Schools.* Dover: the Department, 1969.

"Developing Flexible All-Year Schools." *Education Digest* 36: 12 14; May 1971.

Dobbs, Ralph C. "Adult Education and the Urban Crisis." *Adult Leadership* 17: 166, 189; October 1968.

Dochterman, Clifford L. "The California Experiment: A Case Study." *Compact* 4: 29-30; December 1970.

Douglas, L. "Community School Philosophy and the Inner-City School " *Urban Education* 5: 328-35; January 1971.

Driscoll, Thomas F. "School Around the Calendar." *American Education* 7· 21-23; March 4, 1971.

Educational Facilities Laboratories. "Year-Round Schools: A 'Money Saving' Idea Is Loaded with Hidden Costs." *Updating School Board Policies* 2: 2-4; November 1971.

Egbert, Robert L., and Cogswell, John F. *Design for Continuous Progress School: Part I.* Santa Monica, Calif : System Development Corporation, 1964.

———. *System Design for a Continuous Progress School: Part II. Surveillance and Detection System.* Santa Monica, Calif.: System Development Corporation, 1964.

Elam, Stanley, and McLure, William P. *Educational Requirements for the 1970's: An Interdisciplinary Approach.* New York: Frederick A. Praeger, 1967.

Ellena, William J. "Extending the School Year." *Today's Education* 58: 48-49; May 1969.

Engh, Jeri. "Why Not Year-Round Schools?" *Saturday Review* 49: 82-84; September 17, 1966.

Englert, Elizabeth, and Garino, David. "Year-Round Schools Win Increasing Support of Parents, Teachers." *Wall Street Journal,* September 14, 1971.

"The Enigmatic Trimester Calendar." *Educational Record* 52: 371-76; Fall 1971.

Fain, James C. *Curriculum Revision Based on Behavioral Objectives for Twelve-Month, Four-Quarter Schools: Final Report.* Atlanta, Ga.: Atlanta Public Schools, March 1971.

Farnsworth, James S. "Legislative Action in Michigan." *Compact* 4: 18-20; December 1970.

Finchum, R. N. *Extended Use of School Facilities.* U.S. Department of Health, Education, and Welfare, Office of Education. Washington, D.C.: Government Printing Office, 1967.

Flores, R. R. "Wanted: Community Involvement in Education." *School Management* 15: 28-29; December 1971.

"For Administrators Caught Between Kids and Community." *School Management* 14: 18-21; November 1970.

Fulton County Schools. *Four-Quarter Plan.* Atlanta, Ga.: Fulton County Board of Education, 1969.

Gehret, Kenneth G. "Variety, Flexibility: The Mark of Year-Round Schools." *Christian Science Monitor,* August 19, 1971.

Glines, Don E. "12-Month School: Is This the School of the Future?" *Instructor* 80. 72-73, August 1970.

Glinke, George B. "Experimenting with a Voluntary Program." *Compact* 4: 31-32; December 1970.

———. *Extended School Programs Found in the United States and Canada, 1966-1970.* Utica, Mich.: Utica Community Schools, 1971.

———. "How To Organize a Community Study on Year-Round Education." Paper presented to the Pennsylvania State Seminar on Year-Round Education, Hershey, Pa., February 9-10, 1971.

———. *A List of Annotated Sources Covering Year-Round Schools.* Utica, Mich.: Utica Community Schools, 1969.

———. *A List of Bibliographical Materials for Year-Round Schools.* Utica, Mich.: Utica Community Schools, 1969.

———. *The Optional Five-Term Year-Round Education Plan: A Step Toward Implementing Plans for Extending the Regular School Year.* Report submitted to the Michigan State Department of Education, July 1971.

———. *Year-Round Education: Its Implications for an Urbanized Society.* Utica, Mich.: Utica Community Schools, 1971.

———. *Year-Round Education: The Utica Story.* Utica, Mich.: Utica Community Schools, 1970.

———. *The Year-Round Education Movement: Its Historical Implications for Today's Urbanized Culture.* Utica, Mich.: Utica Community Schools, 1970.

Gove, James R., and Page, J. Patrick. *Feasibility Study of Full-Year Public School Operation (Valley View 45-15 Continuous School Year Plan) by Detailed Analysis of Required Scheduling Plans and Accompanying Consequences: Final Report.* Lockport, Ill.: Valley View School District 96, October 1970.

Hansen, Al, and Cady, Daniel J. "Community School Concept." *Journal of the International Association of Pupil Personnel Workers* 15: 7-10; January 1971.

Hunt, Edward G. "Warwick's Longer School Day Is Voluntary." *American School Board Journal* 150: 20; May 1965.

Hurnard, John R. "Extending the Scope of the School: Considerations for Reorganizing the School Year." Eugene: Oregon School Study Council, January 1972.

Iowa Association of Classroom Teachers. *The Year-Round School.* Des Moines: the Association, 1970.

Jensen, George M. "Does Year-Round Education Make Sense?" *Compact* 4: 4-6; December 1970.

———. "Year-Round School: Can Boards Sidestep It Much Longer?" *American School Board Journal* 157: 8-12; July 1969.

Keene, James W. *An Econometric Model of the California Public Junior College Operating Year Round.* Sacramento: California State Department of Education, 1967.

Kelner, Bernard C. "What It Takes To Get Community Schools Going." *Nation's Schools* 82: 66-68; September 1968.

Knuckles, James O. *Coordination of Organic Curriculum Development in the Public Schools of Atlanta, Georgia: Final Report.* Atlanta, Ga.: Atlanta Public Schools, September 1970.

Letarte, Clyde, and Minzey, Jack. "Community Education and the Neighborhood School Concept." *Community Education Journal* 1: 26-27; February 1971.

Letson, John W. "Atlanta Has Begun." *Compact* 4: 15-17; December 1970.

McCloskey, Gordon. *Education and Public Understanding.* Harper and Row, 1967. pp. 412-26.

McLain, John D. "Developing Flexible All-Year Schools." *Educational Leadership* 28: 472-75; February 1971.

———. "Emerging Plans for Year-Round Education." *Compact* 4: 7-8; December 1970.

Mueller, Ernest H. "Prince William's Year-Round School Plan: How It Was Initiated." *Public Education in Virginia* 7: 2; Summer 1971.

National Education Association. "Year-Round School." Statement adopted by the Representative Assembly, July 1970. Washington, D.C.: the Association, 1970.

National Education Association, Research Division. *The Rescheduled School Year.* Research Summary 1968-S2. Washington, D.C.: the Association, 1968.

National Education Association and American Association of School Administrators, Educational Research Service. "Full-Year Contracts for Teachers." *ERS Information Aid,* No. 5. Washington, D.C.: National Education Association, September 1970.

National School Public Relations Association. *Year Round School.* Education USA Special Report. Arlington, Va.: the Association, 1971.

"The New Trend: Year-Round Schools." *U.S. News and World Report,* July 26, 1971. pp. 35-37.

New York State Education Department. *Designing the School Plant as a Community Center.* Albany: the Department, 1968.

———. *The Impact of a Rescheduled School Year: A Special Report Prepared for the Governor and the Legislature of the State of New York.* Albany: the Department, 1970.

Nickerson, James F. "Plugging In and Out at Will." *Compact* 4: 36-37; December 1970.

Olsen, Edward G. *The School and Community Reader: Education in Perspective.* New York: Macmillan Co., 1963.

Olson, Russell F. "Adult Education and the Urban Crisis." *Today's Education* 60: 24-26; February 1971.

Pennsylvania State Board of Education "General Curriculum Regulations." *Regulations of the State Board of Education of Pennsylvania.* Harrisburg: the Board, 1969. Chapter 7.

Perry, Ione L. *Post-Conference Report. Extended School Year Conference.* Tallahassee. Division of Curriculum and Instruction, Florida State Department of Education, May 1969.

Piele, Phillip K. *Rescheduled School Year Plans.* ERIC/CEM Research Review. Eugene: Center for Advanced Study of Educational Administration, University of Oregon, 1971.

Rice, Carolyn. "Year-Round Schools Come to Virginia." *Virginia Journal of Education* 65. 13-15, November 1971.

Rogge, William M. *Planning a Year-Round School Operation (A Case Study of the Valley View School District 45-15 Plan): Final Report.* Lockport, Ill.: Valley View School District 96, January 1971.

Saslow, Sidney, and Reley, Michael J. *Year-Round Operation at Berkeley: Background and Implementation.* Berkeley: Office of Instructional Research, University of California, October 1968.

Scala, Anthony W. "Year-Round School." *Bulletin of the National Association of Secondary School Principals* 54: 79-89; March 1970.

Schoenfeld, Clarence A., and Schmitz, Neil. *Year-Round Education: Its Problems and Prospects from Kindergarten to College.* Madison, Wis.: Dembar Educational Research Services, 1964.

Shafer, Raymond P. "Legislating Flexibility in Pennsylvania." *Compact* 4: 33-35; December 1970.

Silberman, Charles E. *Crisis in the Classroom: The Remaking of American Education.* New York: Random House, 1970.

"State Action—Extending the School Year." *Compact* 4: 38-44; December 1970.

"State Action Guidelines Adopted." *Compact* 4: 45; December 1970.

Stefanich, Greg P. "A Year-Round School Plan with a Summer Vacation for Everyone." *School and Community* 57: 14-15; February 1971.

"Teachers' Views on Pupils' School Day and Year." *NEA Research Bulletin* 47: 20-22; March 1969.

Thomas, George I. *An Introduction to the Multiple Trails Extended School Year Plan.* Albany: University of the State of New York, State Education Department, 1968.

———. *Extended School Year Designs: An Introduction to New Plans of School Organization Which Can Result in Financial Economies and Provide More Education for All Pupils.* Albany: University of the State of New York, State Education Department, January 1966.

———. "It's Time To Reschedule the School Year." Paper presented at the annual meeting of the National School Boards Association, Miami, Fla., April 12-15, 1969.

———. "The Legal and Financial Questions." *Compact* 4: 9-14; December 1970.

Thomas, Steven C. "Valley View's 45-15 Year-Round School." *Today's Education* 60: 42-43; November 1971.

Totten, W. Fred. "Community Education: Best Hope for Society." *School and Society* 98: 410-13; November 1970.

Tuberville, Gus. "A Sociologist Looks at the Twelve-Month School Year." *Peabody Journal of Education* 42: 182-86; November 1964.

Washington State Office of Public Instruction. *Guidelines for Developing High School Graduation Requirements.* Olympia. the Office, 1971.

Wehmhoefer, Ray A *The Twelve-Month School Year· A Study of the Advantages and Disadvantages of the Four-Quarter System.* Chicago: Cook County Public Schools, 1968.

White, J. B., et al. *Year-Round Schools for Polk County, Florida· A Feasibility Study.* Gainesville. Florida Educational Research and Development Council. 1966.

Williams, David C. "Adult Needs Today: The Fruits of Neglect." *Adult Education* 22. 57-60; Fall 1971.

"Year-Round School. Coming, Coming, Here!" *School Management* 15. 24-25, 27; August 1971

"The Year-Round School· Faddish or Feasible?' *Nation's Schools* 88: 51-56; November 1971

"Year-Round School: Is It Feasible?" Northville, Mich.. Northville Public Schools, 1970.

"Year-Round School: Park School, Hayward, California" *Instructor* 79. 36-38; August 1970.

"Year-Round School Plan Offers Economy of Operation." *Modern Schools,* November 1971. pp. 4-7.