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ABSTRACT

This document explores the various aspects of the 45-15 plan of school operation, whereby four groups of students are in school 45 days and then off 15 days on a rotating schedule throughout the year. The publication overviews the general aspects of 45-15, considering the basic concept and its origin, general implementation, how the plan compares with other year-round school calendars, and its efficiency and flexibility. The implications of 45-15 on curriculum, community, students, teachers, finance, and legislation are discussed. Student evaluation under the 45-15 plan is considered, and sample progress reports are included. The document outlines the 45-15 scheduling procedure and the multiple access scheduling; including discussions on establishing the course catalog, student and teacher assignments, calendar selection, the scheduling process, and student transportation. (Author/DN)

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NATIONAL  
WORKSHOP ON "45-15"  
August 10 & 11, 1972

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South Burlington, Vermont

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## INTRODUCTION

We are very pleased to have you participate in this "National Workshop on 45-15."

It is important to note that 45-15 is a concept, not a specific method of operation. Each school district involved in developing or implementing 45-15 has done so in its own unique way, based on its particular needs, strengths, and areas of weakness.

While the original concept of 45-15 was concerned only with space savings and economy, it is now viewed primarily as the most desirable "next step" in the program evolution toward an open-access curriculum. Indeed, at Champlain Valley Union High School, the most accurate term for the concept is "The Multiple-Access Curriculum and Calendar."

It is our purpose to explore with you all aspects of the 45-15 concept at this Workshop -- structure, curriculum, students, faculty, community, finances, transportation, scheduling, and the like. We hope it will be a worthwhile experience and look forward to continuing the professional relationships established here.

Johannes I. Olsen  
Lucien E. Lambert  
Paul D. Rice

"45-15" Associates

Caution: This portfolio is not intended to be a complete document in the sense of providing explanations for each item. First, it highlights items for your recall later; second, the portfolio should be used as a notebook in which you can write your own comments alongside the items written or illustrated.

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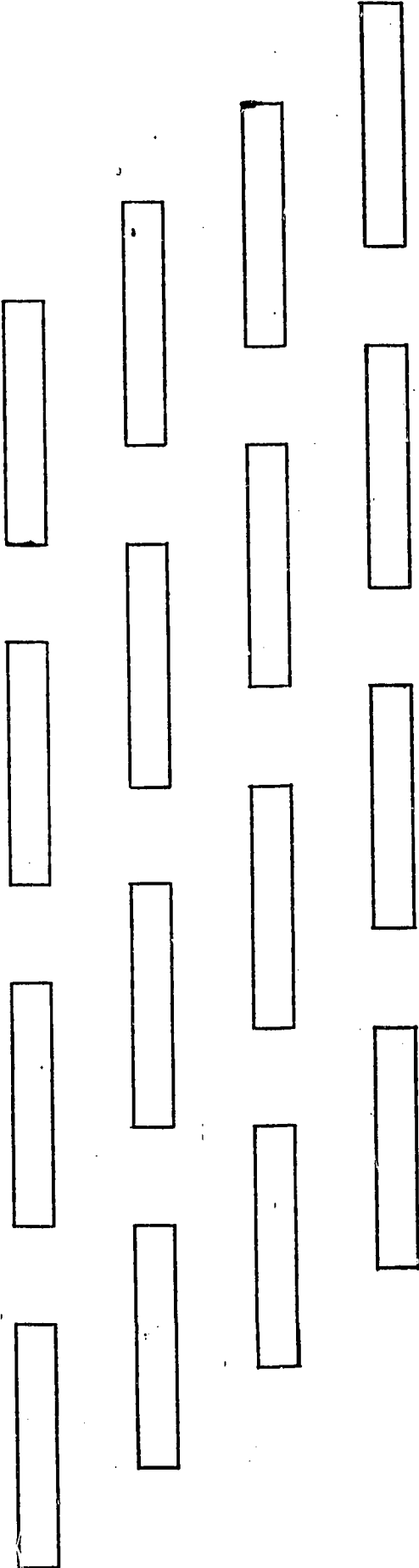
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**PART I**

**OVERVIEW**

WHAT IS 45-15? BASIC CONCEPT



The 45-15 cycle can be expanded as shown on this page--  
4 cycles staggered to begin at intervals of 15 school days--

SUMMER VACATION 12 WEEKS	SCHOOL YEAR - 180 DAYS			
	<u>1ST QUARTER</u> (45 days)	<u>2ND QUARTER</u> (45 days)	<u>3RD QUARTER</u> (45 days)	<u>4TH QUARTER</u> (45 days)
A   B   C   D				
	SCHOOL YEAR - 180 SCHOOL DAYS			
<u>1ST QUARTER</u> (45 days)	<u>2ND QUARTER</u> (45 days)	<u>3RD QUARTER</u> (45 days)	<u>4TH QUARTER</u> (45 days)	<u>D</u> (15 days)
	SCHOOL YEAR - 180 SCHOOL DAYS			
	VACATIONS : 12 WEEKS			



GENERAL IMPLEMENTATION TO DATE:

...each of four cycles has 1/4 of students

...student assignments to cycles (or groups) are made  
administratively

...student assignments to cycles are mandatory and, depending  
on criteria for assignments, rigid

(Note: students' assignments need not be mandatory!)

SUCH IMPLEMENTATION ACHIEVES:

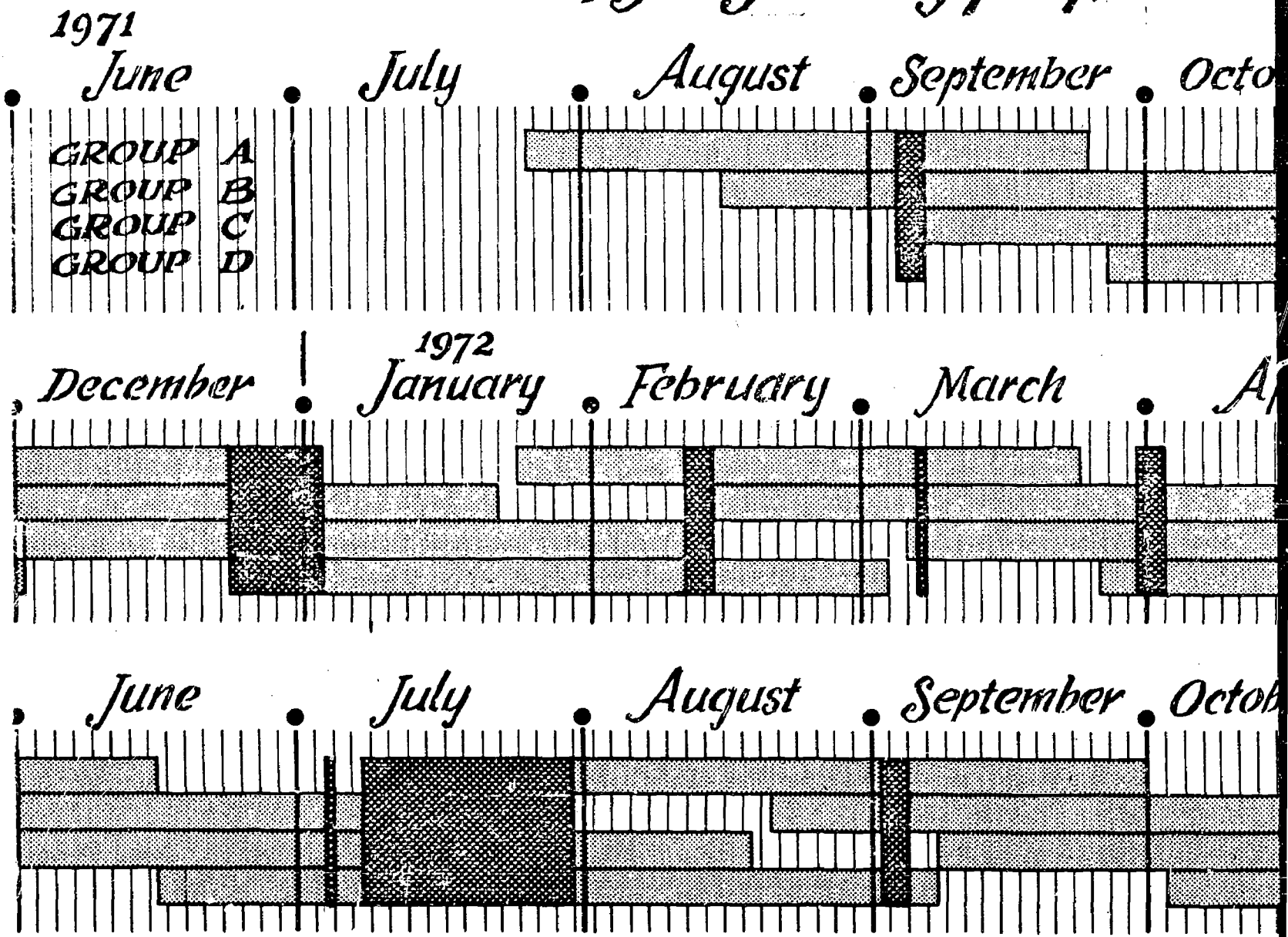
...space savings -- only 3/4 of students in school at any one  
time

...lower budget' than would otherwise be needed -- in terms of  
construction costs, equipment, per unit employee costs, etc.

...retaining greatest number of options for future facilities  
expansion

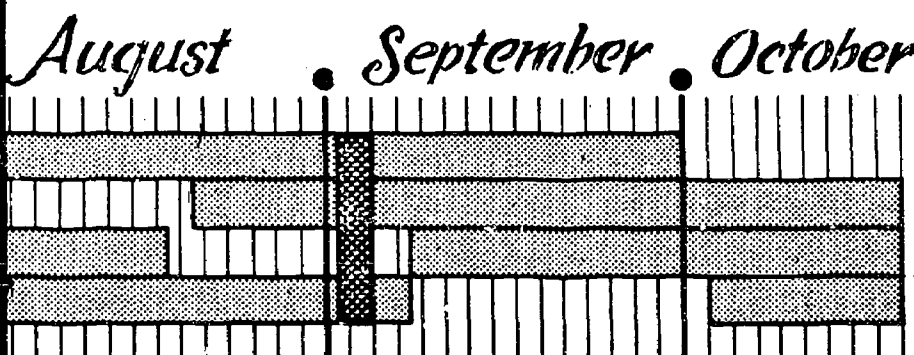
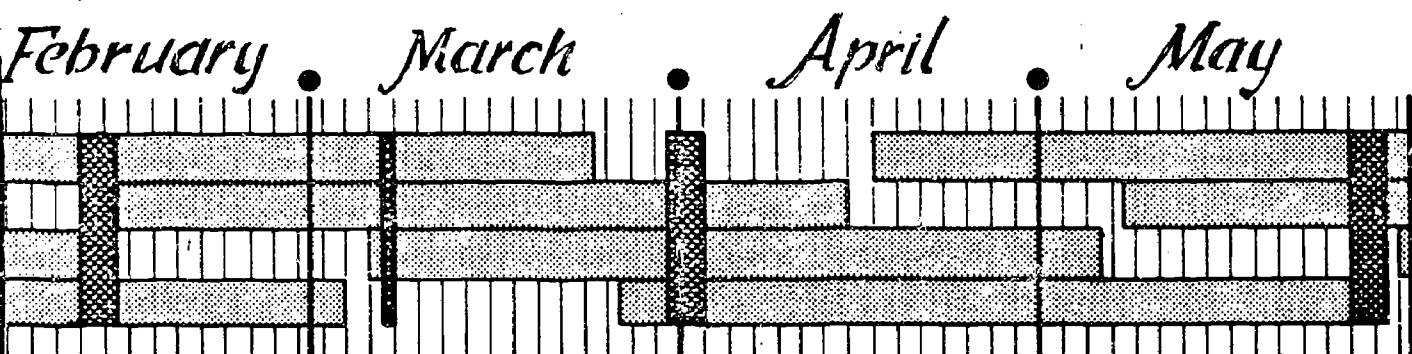
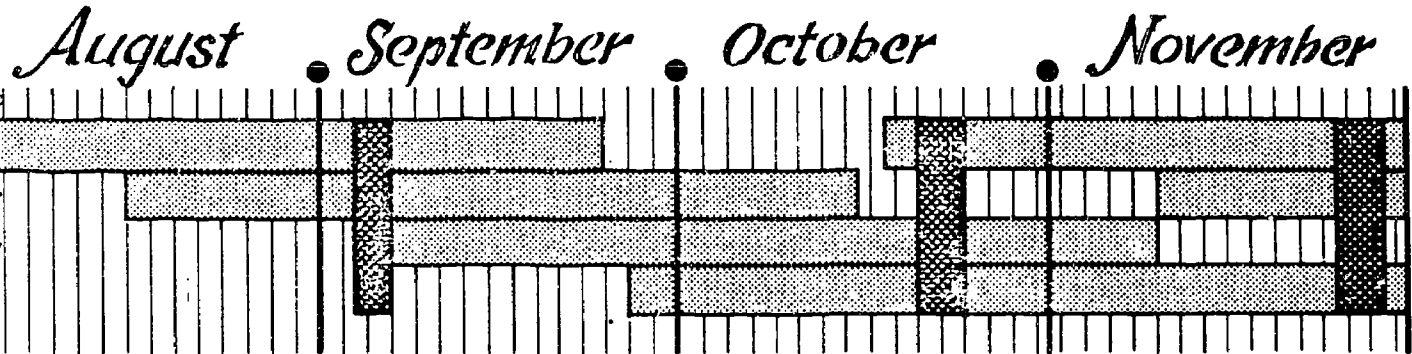


# 45-15 in 1971-72






**Legend:** Each division equals 2 days  
 Gaps between groups are weekends  
 • First day of month

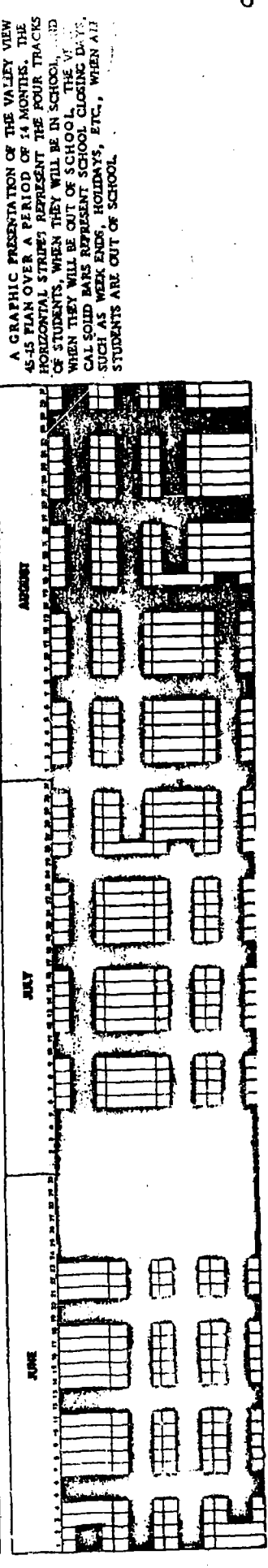
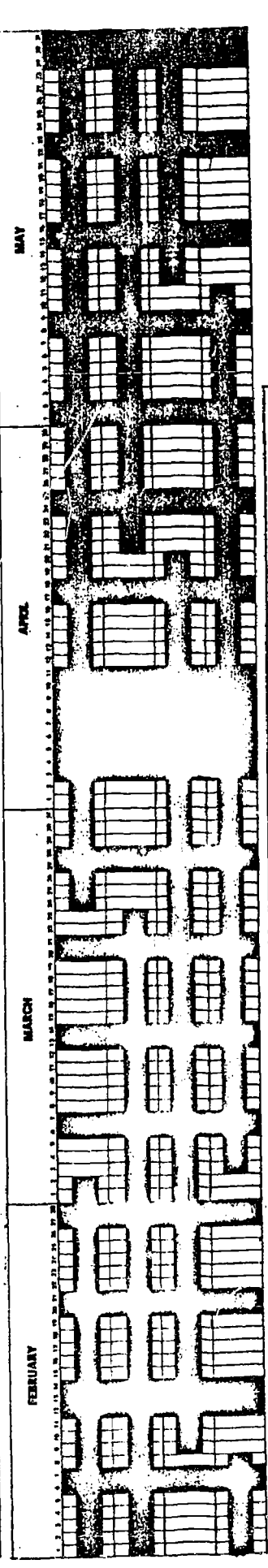
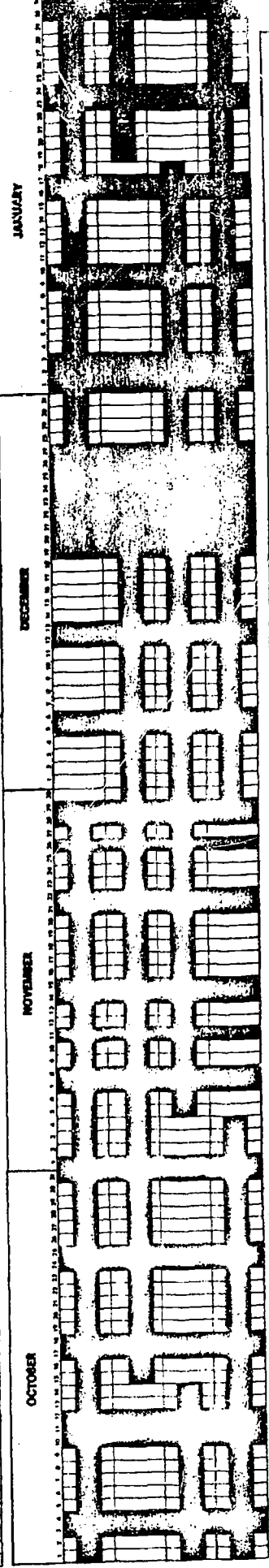
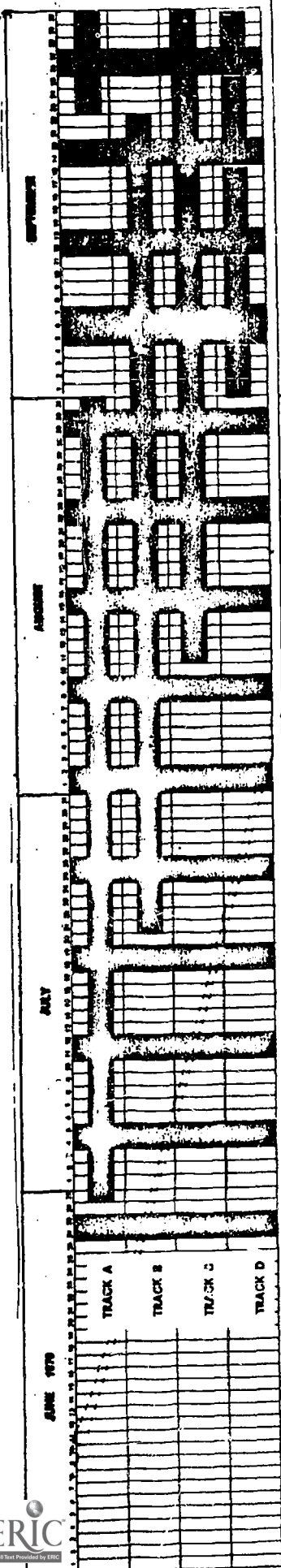
# 5-15 in 1971-72



1 division equals 2 days  
 between groups are weekends  
 day of month

 Groups in session  
 Groups on vacation  
 Entire school out

COMPARISON WITH OTHER  
YEAR-ROUND SCHOOL CALENDARS

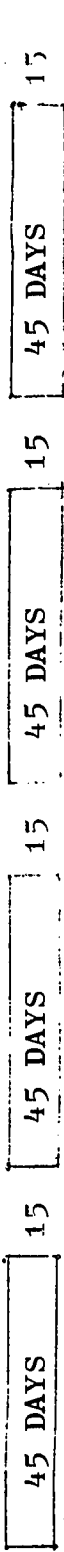


A GRAPHIC PRESENTATION OF THE VALLEY VIEW 45-45 PLAN OVER A PERIOD OF 14 MONTHS. THE HORIZONTAL STRIPES REPRESENT THE FOUR TRACKS OF STUDENTS, WHEN THEY WILL BE IN SCHOOL, AND WHEN THEY WILL BE OUT OF SCHOOL. THE VERTICAL SOLID BARS REPRESENT SCHOOL CLOSING DAYS, SUCH AS WEEK ENDS, HOLIDAYS, ETC., WHEN ALL STUDENTS ARE OUT OF SCHOOL.

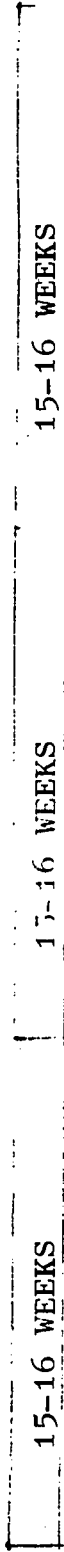
DIFFERENT SCHOOL CALENDARS



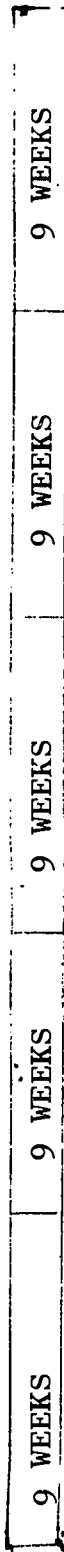
4 QUARTERS  
(Atlanta)



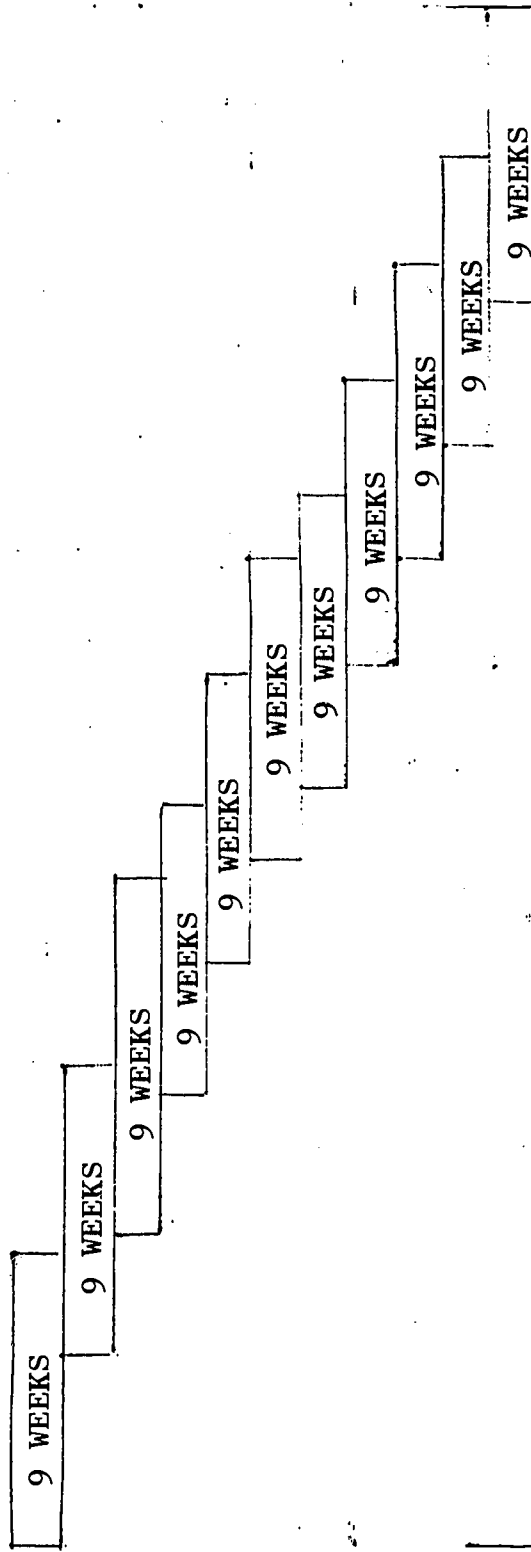
"45-15"  
(Chicago)



TRIMESTER  
(Wilberforce)



QUINMESTER  
(Dade County, Fla.)



MULTIPLE ACCESS  
CALENDAR  
(Hinesburg, Vt.)

### ORIGIN OF 45-15

As far as we can determine, 45-15 was first used in Aliquippa, Pennsylvania, from 1929 to 1938. Its objective was to provide additional classroom space without further construction. The objective was achieved and sufficient documentation exists to show that savings also resulted. George Jensen reported at the Third National Seminar on Year-Round Education (1971) on other aspects of the Aliquippa operation:

1. Fewer teachers were required and employing staff for year-round operations was no problem.
2. Academic achievement did not suffer during the summer months (even before air conditioning!).
3. There were no physical or mental health hazards involved for either teacher or student.
4. Average daily attendance for the summer quarter was higher than any other period.
5. In spite of the mandatory quarter system on which Aliquippa operated, far fewer students and their families were frustrated in vacation planning than had been expected.

The program at Aliquippa was duplicated at the same time in the neighboring community of Ambridge and its results were much the same. It is important to remember that both of these programs were mandatory, sequential attendance 4-quarter patterns in which 75% of the student body is always in attendance while the other 25% is always out of school. (We underscore mandatory and sequential for reasons that will become obvious when we discuss pupil schedule requests and pupil course requests.)

### 45-15 EFFICIENCY

All things being equal or static, the theoretical implications of 45-15 dictate:

1. Faculty utilization can be increased by 33%.
2. Facility utilization can be increased by 33%
3. Equipment utilization can be increased by 33%

if a school has effectively reduced its on-site student population by 25%.

The 45-15 calendar is an attempt to manipulate space over 240 days instead of 180. In its narrowest sense, 45-15 dictates to a student that he will begin school July 26, if he is in A Group, and that his school year will terminate June 15. It tells him when he shall take his vacations and with whom he shall go to school. Implicit in the calendar, also, is a fiat to the teacher that he will continue a reporting system based on the traditional four-quarter module common to many schools and that, furthermore, he need not change his methods of teaching at all. It may mean the abolition of singleton courses because enrollment spread over the four houses might prove to be too expensive on a per capita basis. (If 45-15 fails for a given school system, it is also possible to return to a traditional model by the following September, although D house might suffer some inconvenience by having to reenter into the traditional calendar immediately.)

**FACTORS TO CONSIDER**



## CURRICULUM

One of the basic decisions that must be made is curriculum availability to students. We feel very strongly that the total curricular offerings must be available to all students, regardless of the group to which they are assigned or choose to attend. To see how this is done, refer to the sections on curriculum and scheduling in Part II.

## COMMUNITY

### A. The Community Must Understand:

1. School philosophy and goals
2. Present curriculum and techniques
3. Present building situation
4. Present financial situation
5. Projections for program
6. Ability of staff
7. Projections for building
8. Projections regarding finances
9. The boundaries of "45-15"

### B. Community: Opportunities and Concerns.

1. Break with tradition
2. Families
3. Student jobs
4. Is the school babysitting for parents?
5. Curriculum
6. Students out of school year round
7. Students need a 12-week vacation in the summertime (?)
8. Summer camps
9. Churches
10. Social implications for urban district
11. Social implications for rural district
12. Initial concerns, with understanding of calendar and program, become opportunities

"Furthermore, some of the proposals for a year-round school may become very beneficial to the life style of millions of Americans who flock to the highways and vacation spots in summer months. As the population continues to expand, the nation may need a new school pattern to encourage

even more staggered vacation periods for families who seek to enjoy parks, lakes and recreation lands. Political leaders and population ecologists might find that their support of an all-year school would offer significant values to a richer life for all, far exceeding the educational goals involved." <sup>1</sup>

---

<sup>1</sup>Dr. Wendell H. Pierce, (Executive Director, Education Commission of the States, Denver, Colorado), "Politics And Year-Round Education," From the Proceedings of the 3rd National Seminar on Year-Round Education, Cocoa Beach, Florida, (March 24-26, 1971), p. 21b.

## STUDENTS

### A. Activities

It is expected that all extra-curricular activities will continue as at present. Most activities for which teachers are paid will not require increased costs because of their seasonal nature. Exceptions would be golf, intramurals, bookstore, publications and similar activities. Anticipated additional costs for faculty is about \$3000 for 1000 students.

The three-week vacation units would lend themselves to many kinds of student activities. The school should be ready to respond to student needs and requests for activity programs during these times, but not to initiate such programs except as a response. We feel the school should not impose itself on students' vacation times.

The school activity program and that of local recreation programs should be closely coordinated; the coordination and planning of community-school activities could be beneficial to all involved, especially in avoiding duplication of facilities and programs.

The question has been asked as to whether students would be willing to participate in scheduled activities during their three-week vacation units. Precedent says yes.

Students now come to the school when no transportation is offered - to participate in the summer before school opens, on holidays and weekends, and during the winter and spring recesses. As always, the decision is a personal one, made by each individual. The fact that transportation will be provided when school is in session, even if the person is on a three-week vacation, should encourage greater participation.

## B. Flexibility of Program for Students

Individuals and family circumstances may make it desirable to enable students to have the opportunity for more-than-three-week experiences at any time of the year for jobs, travel, D.U.O., work-experience programs, vacations, and the like. This can be accomplished, with certain limitations, without losing step academically (as shown under "Curriculum").

## C. Jobs

Student job opportunities will be enhanced, especially in light of the decreasing summer job market for high school students. Again, if summer jobs are a student's main concern, he can elect a calendar to allow him his summer off.

The variation of calendars also makes available opportunities for students to work in seasonal jobs never before open to them at times when students from other schools are not available. In our area jobs at Thanksgiving, Christmas, Easter, apple-picking time, ski season, and the like are usually available, but no students are available because school is in session.

Employers have shown interest in the training programs on a 15-day cyclical basis so that students would replace each other during their cyclical vacations. In other words, it is possible for four students to hold down one full-time job all year round.

A school could also set up a student employment agency and place students during their vacations, if they so wished, for all or any part of the vacation, depending upon the availability of jobs and students.

TEACHERS

A. Teacher Salaries

RECOMMENDATION:

OFFER A PER DIEM SALARY SCHEDULE

OR

PAY ON BASIS OF EFFECTIVENESS

OR

FORGET "45-15"

The matter unresolved could help defeat the concept of "45-15", educational benefits notwithstanding.

ARTICLE XXIII  
SALARY SCHEDULE  
1972-73

Teacher salaries will be based on a per diem rate.

For the purpose of determining a per diem rate for teachers, a full calendar year will assume 260 potential work days. Twenty-nine of the 260 potential work days will be assumed to be paid vacation days and paid holidays. The total work days available in a full year contract is 231 days.

EXAMPLE

	<u>1971-72 Calendar</u>	<u>1971-72 Calendar Dept. Heads</u>	<u>Full Year</u>
Work days available	185	190	231
Paid vacations and holidays	23	24	29
Total potential days equals per diem multiplier	208	214	260

OR

the multiplier (potential days) for per diem purposes is derived as follows:

$$\frac{185}{208} = \frac{190}{214} = \frac{231}{260} = \frac{\text{work days}}{\text{potential days}}$$

<u>Step</u>	<u>BA + 0</u>	<u>(+1.5%)</u>	<u>BA + 30</u>	<u>(+1.5%)</u>	<u>MA + 0</u>	<u>(+1.5%)</u>
1	32.45	32.94	36.35	36.90	36.35	36.90
2	34.40	34.92	38.29	38.86	38.29	38.86
3	36.35	36.90	40.24	40.84	40.24	40.84
4	38.62	39.20	42.51	43.15	42.51	43.15
5	40.89	41.50	44.78	45.45	44.78	45.45
6	43.16	43.81	47.05	47.76	47.05	47.76
7	45.43	46.11	49.43	50.07	49.43	50.07
8	47.70	48.42	51.60	52.37	51.60	52.37
9	49.98	50.73	53.87	54.68	53.87	54.68
		(+3.0%)				
10	52.25	53.82	56.14	56.98	56.14	56.98
11	53.55	55.16	57.44	58.30	57.44	58.30
				(+3.0%)		
12	54.84	56.49	58.74	60.50	58.74	59.62
13	56.14	57.82	60.04	61.84	60.04	60.94
						(+3.0%)
14	57.44	59.16	61.33	63.17	61.33	63.17
15					61.98	63.84
					62.63	64.51

A Basic Contract shall be considered to be 208 potential days (185 work days available).

Service by a teacher in excess of 208 potential days shall be voluntary.

All teachers shall advance one step on the salary schedule unless held on step for just cause until frozen on step of the appropriate column. Advancement to the next step is understood to be based on favorable evaluation of teaching performance.

Each teacher eligible to move a step shall receive an additional 1.5%. Teachers frozen at or above steps 9, 11, and 13 in the appropriate columns shall receive an additional 3%.

Department Chairmen will be paid base salary plus credits plus 6 per cent with a department staff of four (4) persons including the chairman; base salary plus credits plus 10 per cent with a department staff of five (5) or more persons including the chairman.

A 5th-Year Certificate obtained under a formal program will be considered the same as a M.A. + 0.

Approved credits shall be paid for at the rate of \$27 per credit (.4% of \$6,750) beyond Bachelors' Degree to a maximum of Bachelors' + 40 and beyond Masters' Degree with no maximum.



B. Teacher Scheduling and Utilization

Base 6 daily -- all professional assignments

Base 8 annually -- all professional assignments

Professional assignments include classes; curriculum planning, research, and development; and other professional activities.

Non-professional assignments (cafeteria duty, etc.) should be assigned to non-professional personnel.

We believe that provisions should be made for individual addendums to the basic contract as agreed to by the teacher, department chairman, and principal. These addendums will provide time for study, additional vacation periods, travel, and the like; they may take effect at any agreed upon time of year. Approval of the addendums should be granted only after ascertaining that the instructional program will not suffer because of the teacher's absence.

Flexibility in teacher contract, an item that involves 60% to 80% of a school's budget assumes many proportions in the "45-15" concept, and in any other year-round experience as well. Undoubtedly, some teachers cannot or will not teach the year round. It is also very attractive to new and young teachers who see this as an opportunity to receive per diem increases which result in significant beginning salaries. A third realization in hiring practices is the possibility of developing community resources people for short term employment to fill vacancies created by temporary absences of personnel who are on vacation, sabbatical, etc.

### C. The Question of Teacher Attrition.

Obviously, as you discuss the staff requirements under a continuous school year program such as "45-15", the question of attrition is of some magnitude. Assuming that natural attrition because of retirement or other causes and increased enrollment fill this void there is no dilemma. However, present indicators point out that a surplus of teachers is having the tendency to stabilize faculties and it is conceivable that an effective balance between enrollment and staff would not occur, in which case there is need for critical decision making. To follow the concept of natural attrition could theoretically inflate the budget by as much as 25%. This specter is very real for both faculty and decision makers. Nevertheless, we recommend that desired faculty attrition be achieved naturally, not forced. Excess faculty positions, if they do result, can be very effectively utilized for R & D and to improve program.

### D. Teacher Concerns About "45-15".

1. No desire to work year round
2. Loss of continuity in classes
3. Stress-teaching for long period of time  
(emotional and psychological drain)
4. Teacher concern for effect on family life, student jobs
5. Not enough time for teachers to re-create themselves
6. Lack of understanding of the concept of "45-15", both economic and educational (for example, saving money, scheduling, grouping)
7. Unknown teacher vacation and salary policy
8. Need for more basic change in education than what is proposed under "45-15"
9. Possible loss of flexibility in course offerings

10. Summer months - learning in extreme heat
11. Athletics
12. It is a displacement model, not a co-action one.
13. "45-15" appears to be a rigid scheduling system
14. Student vacations - long periods of time needed for  
doing nothing
15. Summer school for teachers interfered with
16. Not enough time in feasibility study- could prophesy  
failure of plan
17. Segmented education - the fact that the whole district  
would not be on the same plan
18. Not an authority model

E. Teacher Opportunities.

1. Fulltime professional employment, if desired
2. Flexibility in vacation and leave time
3. Involvement in multiple access curriculum
4. Intimacy and greater effectiveness of smaller faculty
5. Involvement in innovative education
6. Program opportunities during summer (waterfront pro-  
grams, summer stock, science field trips, etc.)

POSSIBLE LEGISLATIVE CONSIDERATIONS

1. ADM vs ADA
2. Carnegie unit restrictions
3. Authority to establish/change school calendar
4. Authority to require teachers to work more than 185 days
5. State department approval
6. Mandate to consider continuous school year
7. Authority to require student attendance during summer vs. traditional school year

## FINANCIAL CONSIDERATIONS

### A. Fewer for Longer = No Increased Cost

1. Teachers
2. Drivers
3. Busses
4. Classrooms and other facilities
5. Equipment

### B. Per Unit Costs = Less Cost

1. Employee benefits

### C. Maintenance = No Increased Cost

1. (see hospitals, office buildings, etc.)
2. Fewer students = fewer problems
3. Less facilities maintained for longer time

### D. Climate Control = Increased Cost

1. Needed now for late spring and early fall

### E. Comparative Budgets

(see following two pages)

COMPARATIVE BUDGETS

EXPENDITURE CATEGORIES

	<u>PROPOSED 45-15 (71-72)</u>	<u>PROPOSED TRADITIONAL (71-72)</u>	<u>ACTUAL TRADITIONAL (71-72)</u>	<u>PROPOSED MULTI ACCESS (72-75)</u>
100 CSSD and Board	65,000	63,000	62,000	55,000
211-214 Teacher Salaries	866,000	878,000	899,000 (1)	801,000 (1)
215-300 S. Sec. & Clerical Salaries	25,000	28,000	32,000	35,000
216 Aide Salaries	35,000	30,000	43,000	56,000
220, 240, 250 Teaching Supplies, Texts, curric. materials, conferences	64,000	65,000	55,000	65,000
230 Library & A-V	29,000	28,000	23,000	24,000
400 Health	12,000	11,000	13,000	26,000 (2)
500 Transportation	82,000	89,000	93,000	96,000 (3)
600 Plant Operation <sup>th</sup>	86,000	86,000	84,000	92,000
700 Plant Maintenance	25,000	25,000	39,000	31,000
800 Fixed Charges	73,000	77,000	68,000	89,000
900 Food Service & 1100 Community Services	-0-	-0-	-0-	-0-
1000 Student Body Act.	26,000	26,000	29,000	26,000
1200 Capital Outlay	37,000	50,000 (1)	67,000	16,000
1300 Debt Service	110,000	110,000	115,000	157,000
1400 To Other Districts	14,000	14,000	12,000	16,000
<b>Total, rounded</b>	<b>1,549,000</b>	<b>1,580,000</b>	<b>1,634,000</b>	<b>1,585,000</b>
<b>Actual Total</b>	<b>1,551,517</b>	<b>1,581,444</b>	<b>1,635,754</b>	<b>1,588,444</b>
<b>Enrollment</b>	960	960	960	990
<b>No. of Faculty</b>	65	65	65	63

(1) Teacher carry-over  
 (2) Home school coordinator added  
 (3) Special Ed, Vocational Ed & DUO busses added

CVUHS COMPARATIVE BUDGETS (continued)

## Notes:

- (1) When the district was formed, a salary budget "carry-over" system was established whereby the salary budget included 2/12ths (July and August) of the previous school year's contract commitments and 10/12ths (September thru June) of the year's contract commitments. The proposed and actual budgets for '71-72 represent the transition to eliminate splitting contract commitments. Beginning with the '72-73 budget, 12/12ths (100%) of the contract commitments are budgeted in the fiscal year for which the contracts are offered. (Categories include both annual increases in salary schedule and normal teacher increments.)
- (2) Increase due to greater use of aides (resulting in more employed) than originally planned for '71-72.
- (3) Combination of aides, new curriculum designs and materials (many teacher-developed), and the like, contributed to lower expenditures than anticipated.
- (4) Increase due to addition of home-school coordinator and consulting psychiatrist.
- (5) Increase due to increased services for Special Education and DUO.
- (6) Increase due to rate increases for utilities and services, salary increases, and weekend supervision of building.
- (7) Increase due to unanticipated roof repairs and replacement of offset machine.
- (8) Lower expenditure due to decrease in teaching staff as differentiated staffing concept implemented.
- (9) increased expenditure due to
- a) reimbursed purchases of equipment through title and other funds - reimbursement shown in income statement
  - b) unanticipated site work
  - c) unanticipated additional costs to meet inspection requirements of Fire Marshall's office (wire glass, detectors, emergency lighting, etc.)
- (10) Debt service items transferred to category 1300.
- (11) Increase due to transfer of debt service items from category 1200 and payment of land note.
- (12) Represents expenditures to area technical centers for shared-time vocational students.

## Addendum to pages 23 and 23a

Addition to Note (1):

To better understand (complicate?) the 211-214 salary figures, note the following differences in bases for teacher contracts:

Actual Traditional '70-71: Base 6 daily - 5 professional, 1 supervisory (study hall, cafeteria, etc.) assignments (see pages 18, 19).

Proposed 45-15 '71-72: Same, but Base 8 annually, with all teachers on full-year contracts.

Proposed Traditional '71-72: Same as Traditional '70-71.

Actual Traditional '71-72: Base 6 daily - all professional assignments.

Proposed Multiple Access '72-73: Base 6 daily - all professional assignments, with teachers on per diem schedule. Most teachers employed for 185 work days (see pages 16, 17).



A FEW THOUGHTS  
CONCERNING THE FISCAL IMPLICATIONS  
OF THE YEAR-ROUND SCHEDULE

By Gene Henderson, Superintendent  
Francis Howell School District  
St. Charles, Missouri

An oft repeated question in the interviews with visitors here concerns the cost factors associated with the year-round schedule. Some authorities are sure it costs less; others, just as certain, say it must cost more.

The Francis Howell Board and Administration were eager to make cost comparisons and indeed such comparisons were the subject of a grant. A report was published. The results were not conclusive.

The practical results after two complete fiscal years of year-round operation are as follows:

1. The secretarial staff at the Becky-David Schools was increased sooner than it would have been had not the year-round schedule been implemented, but it never exceeded one secretary per 300 students. The ratio is now about one secretary to 400 students.
2. The maintenance and custodial staff expense has probably been exactly that which it would have been otherwise. Many buildings which are used long hours with great abuse are maintained in odd moments. The same can be done in schools. Some Francis Howell men have been scheduled Tuesday through Saturday, with Saturdays worked at Becky-David.
3. The bus drivers have been paid at a higher rate during June, July, and August. They have worked about thirty minutes in the morning

and thirty minutes in the afternoon. A short job still requires driving to and from the school. Their rates were increased 25-50%. This represents an approximate increase of 50¢ per student in average daily attendance on an annual basis. A second school has now been placed on the year-round schedule. Most twelve month drivers are now paid at the same rate as nine month drivers.

Further thoughts on fiscal matters which may apply to year-round school are:

1. The instructional cost per student can be raised or lowered at any time by spending more or less. An increase in such costs should not be attributed to the schedule because it is not a function thereof.
  - (a) The schedule change does not make additional materials or supplies necessary.
  - (b) The teacher-pupil ratio should not change unless someone wishes it changed. It is true that extended contracts are likely to go to higher paid teachers, but this too is a matter of choice.
2. The needed capital outlay per student should be reduced under the year-round schedule to about 80% of that which it would have been on the traditional schedule.
  - (a) Three rooms serve four classes of students.
  - (b) Three busses transport four complements of students.
  - (c) Three sets of furniture serve four sets of students.

- (d) Offices, hallways, restrooms, parking lots, walkways, and sites all serve four students for each three previously served.
3. Finally, any expenditure deemed to be additional, and attributed to the schedule change should be examined carefully since the implementation of a change is often the excuse for added expense, but not the reason.

10-18-71

**FLEXIBILITY IN CURRICULUM AND CALENDAR**

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**THE YEAR-ROUND SCHOOL: The 45-15 Breakthrough**, by Kenneth L. Hermansen and James R. Gove. Linnett Books, 1971. xii + 154 pp. \$8.50. Reviewed by *Johannes J. Olsen*, principal, Champlain Valley Union High School, Hinesburg, Vermont.

An increasing number of school districts across the nation are facing crises in providing adequate housing for their students. Whether because of having reached the limit of bonding ability, as in the Valley View school district, or because of voter reluctance to provide additional construction funds, or because construction would not give relief soon enough — whatever the reason, it is clear that there is growing interest in year-round schools, and in "45-15" in particular.

The "45-15" concept is quite simple: Divide the student body into four equal groups, A, B, C, and D. Each group of students attends schools for 45 school days, then has 15 school days of vacation. This in-school, out-of-school pattern is repeated four times so that each group attends school for four quarters of 45 school days each, with vacations of 15 school days between quarters.

The space-saving characteristic of

45-15 is achieved by staggering the starting dates of the four groups. Group A begins school on day 1; Group B begins on day 16; Group C enters on day 31; on day 46, Group D enters and Group A begins its 15-day vacation. As a result, housing is needed for only 75% of the student enrollment, since at any given time three groups — three-fourths of the enrollment — will be in school and one group — one-fourth of the enrollment — will be on one of the 15-day vacations. Put another way, the effective capacity of the facilities has been increased by one-third.

Hermansen and Gove have provided us with an excellent history of the development of a 45-15 continuous school-year plan. It is must reading for any professional or lay person studying or involved in establishing a year-round school program. A major caution, though, to reinforce the concern of the authors: The book is a description of the process used to meet Valley View's needs and criteria. (Valley View's 45-15 program operates K-9; the high school, which is a separate district, is planning to implement 45-15 this summer.) You will undoubtedly agree with many of the Valley View administrative and educational decisions. You may also determine that the characteristics of your community and its educational aspirations and demands will require different decisions and applications of the 45-15 concept. Perhaps the greatest value of this book is its identification of many of the numerous areas in which decisions must be made.

The authors carefully point out that 45-15 is not an educational solution, per se. It is primarily an organizational scheduling device designed to increase school plant capacity. It "does not guarantee, or necessarily require, innovative program developments."

That 45-15 may not be an educational solution is its major drawback. *For unless the school is large enough, or unless the curricular program and instructional abilities of the staff are suited to a great extent to individualized learning, then 45-15 may not be possible without reducing curriculum opportunities for students.* This problem is probably more critical at the high school level, which, generally, has not moved toward individualized and other relevant programs at the same pace as the primary and intermediate levels.

Another drawback of 45-15 lies in its potential for continuing the inflexibility of school calendars for the sake of achieving maximum economies and the most efficient utilization of buildings. While these are certainly essential considerations, it is also very important to realize that the 45-15 concept provides the opportunity to open up the calendar and the school to make learning pro-

grams and experiences available at the times preferred by students and their families. In fact, if the student attending a year-round school is enrolled in a program including continuous progress, independent study, and similar individualized courses, he and his family can tell the school in which 175 days they prefer he come to school. But as it has been implemented in most districts, 45-15 is as rigid and mandatory as any traditional calendar.

Flexibility in curricular and calendar options becomes extremely desirable as it serves to strengthen program offerings and to capitalize on the capabilities of a good faculty and resourceful community. Indeed, in our community (Hinesburg, Vermont) excellent program and maximum flexibility for the individual were the essential expectations. That economy and space saving resulted too was simply frosting on the cake.

Our community would not accept 45-15 because of its rigid and mandatory nature. Our response has been a "multiple access curriculum and calendar" consisting of 16 nine-week quarters. It is similar to 45-15 in that each quarter is staggered to begin at about three-week intervals. A major difference is that students may elect to attend any four or five of the 16 quarters. Independent study and out-of-school programs may occur within or between any quarters. We know that we will achieve the maximum possible space saving (as is possible under the mandated 45-15) only by chance, yet we will achieve close enough to this point to suit our particular purposes. Our main purpose is to offer a calendar which serves primarily as a vehicle for the curricular program.

Readers interested in year-round schools should be cautious as they review the literature being published in ever-greater volume. It has been our experience that few publications have taken the time to research and document their statements concerning year-round school programs and operations. A case in point is the *Kappan* itself; another is the recent NSPRA Special Report on year-round schools. Both reported that we had implemented 45-15 and, after several weeks of operation, had encountered such opposition that we stopped. In fact, the decision not to implement 45-15 was made in the spring. Neither publication asked us for information. With such misstatements about our situation, I hesitate to accept their statements - whether of success or failure - concerning other school districts without checking with those school authorities.

Fortunately (and in part due to several grants), the Valley View process is thorough and well-documented. *The*

*Year-Round School* is an exciting tale of modern administrative pioneers. Hermansen and Gove have authored a primer on year-round school operation; it now remains to develop the "organizational device" as a viable educational concept.

## CURRICULUM FACILITATORS

### FLEXIBILITY IS ENHANCED BY:

- Multiple entry courses
- Continuous progress courses
- 3, 6, 9, and 18 week courses
- Open laboratories (science, industrial arts, home economics, etc.)
- Student unstructured time
- SOPE
- DUO umbrella
- Aides - instructional  
          technical  
          clerical  
          supervisory
- Resource centers
- Abolition of the Carnegie Unit
- Local Certification
- Establishment of behavioral objectives for each course  
          and for each student in a course

### Lengthy Vacations

### Slow Learner

### Sickness

These three situations all make use of -- and benefit from -- the flexibility of the "45-15" calendar.

A student planning (with his family) a lengthy vacation can so notify the school in advance. If, for example, the student is placed in Group A and completes the first quarter (September 24th), he can return at the beginning of the second quarter in Group A (October 18th), Group B (November 10th), Group C (December 2nd), or Group D (January 3). He can begin the second quarters of any of these four entry points without loss of instruction.

The slow learner, who can usually be identified before the beginning of the year, can be enrolled in Group A, for instance. If he experiences great difficulty in his classes, to the point where he would benefit from repeating work, the student can be easily moved to Group B (3 weeks behind A), to Group C (6 weeks behind A), or to Group D (9 weeks behind A).

Sickness, particularly of several months' duration, is better handled in the same way, and with less loss of instruction.



## CALENDAR POSSIBILITIES

(Specific examples on following page)

House A		House B		House C	House D	Other
AAAA	ADCD	BBBA	BDCD	CBAA	DCBA	$A_1 D_1 C_2 B_3 A_4$
AABA	ADDC	BBBB	BDDC	CBAB	DCBB	etc.
AACA	ADDD	BBBC	BDDD	CBCB	DCBC	
AADA		BBBD		CBAC	DCBD	
AABA		BBAB		CBAD	DCCB	
AABB		BBAA		CBBA	DCCC	
AACB		BBCA		CBBB	DCCD	
AACC		BBCB		CBBC	DCDC	
AADC		BBDC		CBBD	DCDD	
AADD		BBDD		CBCC	DDCB	
ABAA		BABB		CBCD	DDCC	
ABAB		BABA		CBDC	DDCD	
ABAC		BABC		CBDD	DDDC	
ABAD		BABD		CCBA	DDDD	
ABBA		BAAB		CCBB		
ABBB		BAAA		CCBC		
ABBC		BAAC		CCBD		
ABBD		BAAD		CCCB		
ABCB		BACA		CCCC		
ABCC		BACC		CCCD		
ABCD		BACD		CCDC		
ABDC		BADC		CCDD		
ABDD		BADD		CDCB		
ACBA		BCAA		CDCC		
ACBB		BCAB		CDCD		
ACBC		BCAC		CDDC		
ACBD		BCAD		CDDD		
ACCB		BCCA				
ACCC		BCCC				
ACCD		BCCD				
ACDC		BCDC				
ACDD		BCDD				
ADCB		BDCA				
ADCC		BDCC				

## POSSIBLE CALENDARS

45-15

1. Accelerated
2. Sept. 27 to June 15 (DCBA) Traditional Vacations
3. Sept. 7 to May 26 (CBAD) Traditional Vacations
4. Aug. 16 to May 5 (BADC) Traditional Vacations
5. July 26 to April 14 (ADCB) Traditional Vacations
6. July 26 to June 15 (AAAA) 45-15
7. Aug. 16 to May 29 (BBBB) 45-15
8. Sept. 7 to Aug. 8 (CCCC) 45-15
9. Sept. 27 to Sept. 7 (DDDD) 45-15
10. July 26 to July 7 (AAAB) 45-15
11. Sept. 7 to July 7 (ABBB) 45-15
12. July 26 to June 15 ( $A_1 D_1 C_2 B_3 A_4$ ) Accelerated

MULTIPLE ACCESS  
CURRICULUM AND CALENDAR

at

CHAMPLAIN VALLEY UNION HIGH SCHOOL

Hinesburg, Vermont

## The Multiple Access Curriculum and Calendar

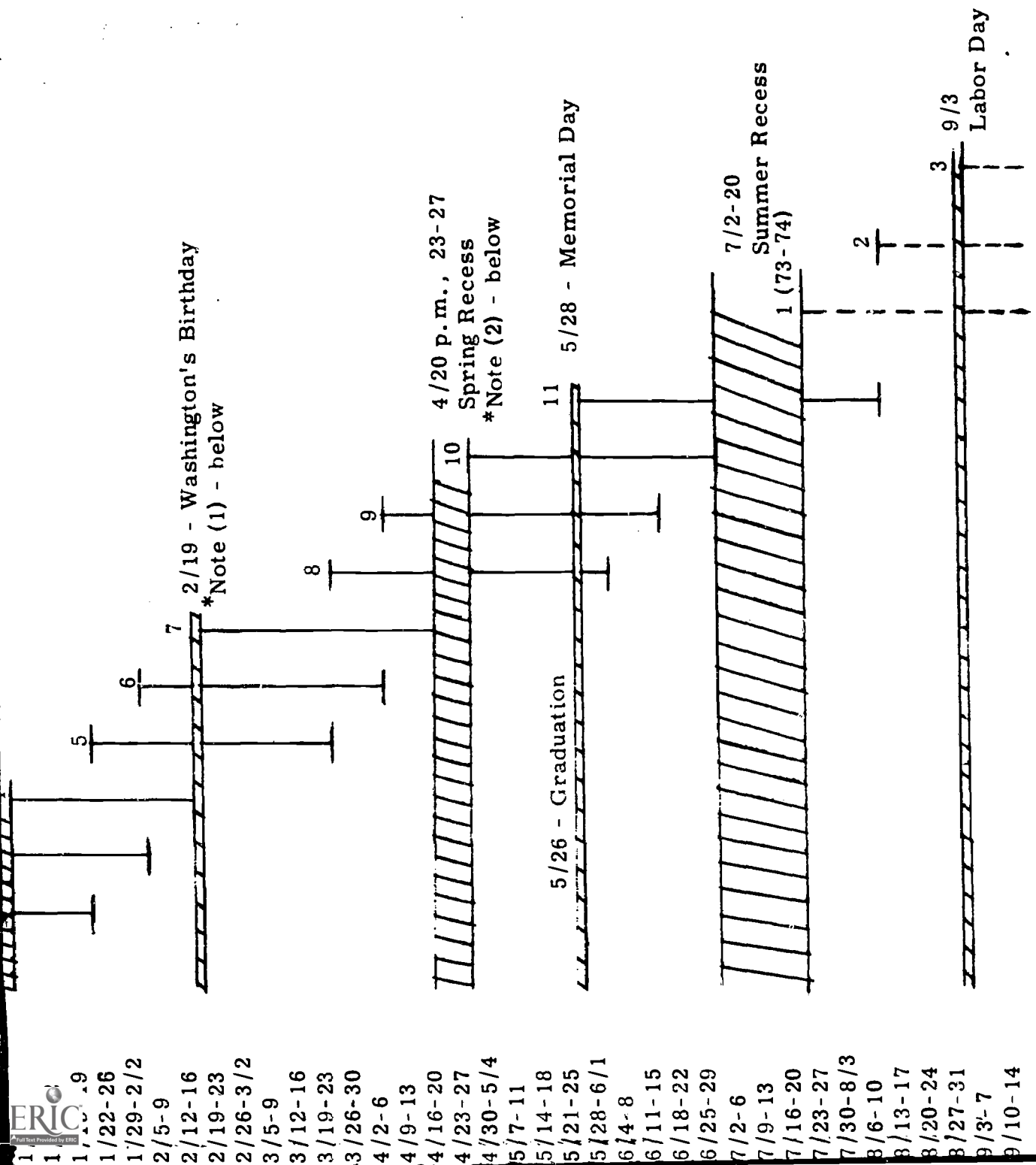
The "Multiple Access Curriculum and Calendar" is first and foremost an educational plan. The term "multiple access" simply means that learning programs and experiences are available to students at several or more times during the school year. The ultimate goal is "open access", so that the student will have complete ability to select his starting times and dates of attendance.

The multiple access calendar does not abolish the traditional school year for those who like that calendar best, but does provide the flexibility for students and their families to elect other school attendance (and vacation) times. (For the first year of implementation, in order to effect a gradual phase-in of the year-round program, we have modified the calendar to offer eleven rather than sixteen 9-week quarters.)

# CHAMPLAIN VALLEY UNION HIGH SCHOOL

## Calendar for 1972 - 1973

<p>(M-F)</p> <p>9/4-8</p> <p>9/11-15</p> <p>9/18-22</p> <p>9/25-29</p> <p>10/2-6</p> <p>10/9-13</p> <p>10/16-20</p> <p>10/23-27</p> <p>10/30-11/3</p> <p>11/6-10</p> <p>11/13-17</p> <p>11/20-24</p> <p>11/27-12/1</p> <p>12/4-8</p> <p>12/11-15</p> <p>12/18-22</p> <p>12/25-29</p> <p>1/1-5</p> <p>1/8-12</p> <p>1/15-19</p> <p>1/22-26</p> <p>1/29-2/2</p> <p>2/5-9</p> <p>2/12-16</p> <p>2/19-23</p> <p>2/26-3/2</p> <p>3/5-9</p> <p>3/12-16</p> <p>3/19-23</p> <p>3/26-30</p> <p>4/2-6</p> <p>4/9-13</p> <p>4/16-20</p> <p>4/23-27</p> <p>4/30-5/4</p> <p>5/7-11</p> <p>5/14-18</p> <p>5/21-25</p> <p>5/28-6/1</p> <p>6/4-8</p>	<p>1 9/4 - Labor Day</p> <p>8/21-25, 28-31 (Department Chairmen)</p> <p>8/28-31 (New teachers)</p> <p>8/29-31 (Continuing teachers)</p> <p>10/23 - Veterans' Day</p> <p>3 11/22 p.m., 23, 24 - Thanksgiving</p> <p>4 12/25-1/2 Christmas, New Year's</p> <p>5</p> <p>6</p> <p>7 2/19 - Washington's Birthday</p> <p>*Note (1) - below</p> <p>8</p> <p>9</p> <p>10 4/20 p.m., 23-27 Spring Recess</p> <p>*Note (2) - below</p> <p>11 5/28 - Memorial Day</p>
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Note (1): 2/20-23 are designated "Superintendent's Days" for in-service workshops and conferences. No classes.

Note (2): Days needed (because of school closings) to meet 175 day minimum will be made up during 4/27, 26, 25, 24, 23 (in that order).

The multiple access calendar might be best understood if a brief history of what underlies its inception were offered.

### About CVUHS

The Champlain Valley Union High School is entering its ninth year of operation.

Five towns, each with its own Board of School Directors and K-8 system, comprise the high school district. The high school has its own Board of School Directors and is an autonomous agency with respect to the elementary districts. Prior to the opening of the regional high school, the towns either operated a K-12 system or sent their secondary students to nearby high schools. All members of the five elementary and one high school board constitute the membership of an umbrella organization called the Supervisory District.

C.V.U. opened in the fall of 1964 with an enrollment of about 460 students in Grades 9-12. We have well over double the original enrollment now.

The building capacity of C.V.U. is 750 students. The growth rate of the member towns just eight years ago anticipated capacity enrollment in about 1972. Within a year of the school's opening, however, the towns began to grow at a wild pace and the capacity figure was exceeded during the 1967-68 school year. In the spring of 1968 a 3-million dollar bond issue was twice defeated. Four temporary classrooms were added in 1969 and again in 1970 pending a solution of the space problem.

Our purpose as a public school: John Gardner has written that "education is inevitably an attempt to shape the future." The schools share with the home and other institutions the awesome responsibility for education.

Our primary purpose as a public school is to prepare students for the full responsibilities of American citizenship and to guide them to the threshold of that experience. This means that a high school education should involve much more than just preparation for college or a job. We believe that the process of education should concern itself with the development of individuals. The

opportunities for fulfillment of individual promise rely in large measure on the extent to which the student is able to define his goals, act responsibly, and make sound judgments. The talents of each student need to be sought out and developed to the fullest; each weakness should be studied and, so far as possible, corrected.

There is uncertainty--and unlimited opportunity--for today's youth. As he enters the ever-changing world of work and higher education, he may move rapidly from one career area to another, find long-term employment in a now unknown occupation, or--lacking the necessary basic education and skills--even face the possibility of life-long unemployability.

Where are we going? We have the sober warning that the future is not fixed. Man is not being guided inevitably to a desirable future. What, then, must the school, the home, and other institutions do? We must provide the knowledge (old and new!), attitudes, and skills which our children will need to survive, to live fully as human beings, and to cope wisely with the personal and social choices they must face. And we must find better ways to provide these--better ways for students to learn and absorb them.

Community considerations: The community comprising the Champlain Valley Union High School district expects quality program, reasonable expenditures, and critical appraisal of the program and operation.

Today, through the benefit of hindsight, we can better appreciate the mammoth undertaking we set for ourselves in 1970 as we proposed adoption of the 45-15 concept.

We erred in stating that 45-15 was simply a revision in calendar. The point we were trying to make was that merely implementing a 45-15 calendar accomplished nothing in terms of program, curriculum, and the like. We were attempting to emphasize that it was only with adoption of a 45-15 calendar AND the implementation of a highly desirable program, taking advantage of all the new opportunities made available, that the 45-15 concept was extremely desirable. The community and the school were seeking the same goals--excellent program and maximum flexibility--but we did not understand each other sufficiently.

As a result of the controversy which followed, not the least of



which concerned the matter of per diem for teachers, it was decided to continue with a traditional school year calendar during 1971-72. At the same time, the Board offered all members of the community the opportunity to participate with Board members, faculty, and students in discussions of the problems facing C.V.U.

Innumerable hours of effort were devoted to the school for a period of several months by the many persons serving on the numerous committees and sub-committees. There were clear signs of a common spirit from the beginning. It was obvious that everyone serving on the committees, virtually without exception, was proud of the Champlain Valley Union High School and very jealous to safeguard its program and to further its potential. The result was a very excellent and extensive report to the Board.

The following is a condensation of the goals for the school recommended by the committee:

- 1) Restructuring the curriculum, placing increasing responsibility on the learner and utilizing the community as a laboratory for learning.
- 2) Expanding the core facility, C.V.U., to facilitate contemporary learning needs.
- 3) Promoting options which have objectives. Some examples would be:
  - a. 3-year graduation
  - b. DUO
  - c. Independent Study
  - d. Year-round operation
  - e. Alternative staffing or free school within the system
  - f. Differential staffing insuring maximum teacher talent
  - g. Individualized instruction
- 4) Provide a quality education for each student which would assure him of the following:
  - an understanding of himself and his relation to society as a human being
  - an understanding of all peoples of the earth, their cultures, ethnic background, social structure
  - a mastery of the basic skills in use of words and numbers
  - a positive attitude toward learning
  - development of responsible citizenship

- the ability to create social and physical environments capable of sustaining and promoting productive human life
- the ability to maintain physical and emotional health
- the encouragement to be creative and inventive; we must stop rewarding the analytical mind alone
- the understanding and appreciation of human achievement in the natural sciences, social sciences, humanities and arts
- the preparation for a world of rapid change and unforeseeable demands

Basic learning, competition, etc: Many in our community comment that our curriculum booklet seems more like a university catalog. Some wonder if the school, in its pursuit of "relevance," has eliminated much of what was considered "basic learning." Such comments emphasize the need for understanding the shifting priorities in education and the changes in our responsibilities and functions.

For example, the classics of literature which were the standards of Language Arts instruction have not diminished in value. Yet the knowledge explosion which is upon us, which now doubles the amount of useful knowledge within a decade, has required a broader scope of offerings and a shifting of priorities so that all periods of literature receive somewhat equal emphasis, including the contemporary.

Other changes have occurred. The increased availability, scope, and influence of such media as film and television have also caused a shifting of priorities so that all media (including literature) receive the emphasis necessary to give our students the ability to appreciate, understand, and react intelligently to them.

Very often, too, the school tended to promote the segregation of students with different social and educational abilities and aspirations--not intentionally, but by the nature of the course offerings. Because the school's goals include preparation for involved citizenship, it seems very desirable to minimize such differences and to encourage students to communicate well and effectively with others of different abilities and aspirations.

The curricular program places great emphasis on both academic and non-academic challenges but on an individual rather than on a class basis. This is the major difference between present and past

practice. There are more than enough students at all levels of ability to sustain the competitive spirit within classrooms. If anything has changed, it is that the opportunities to compete have been increased. Also, that the opportunities to "know thyself" have been increased. Where a course is offered for students of a particular range of abilities, the course is planned for those students. The course is not just a milder dose of the high academic program.

Courses of varying lengths: In the past, there were usually only year-long courses offered -- English 9, for example. All 9<sup>th</sup> grade students elected "English 9." Students with different academic abilities were sorted into separate classes. The content for each lower ability level was "watered down" just a little more than the last. Most, if not all, classes were based on the college-preparatory curriculum.

In year-long courses, such as English 9, one teacher taught the class for the whole year. This implied that the teacher was highly proficient in all of the areas studied: literature, composition, reading skills, speech, etc. More often than not, the teacher's background and interests were in one or two of these areas only.

When courses of varying lengths -- whether 3, 6, 9, or 18 weeks -- are offered in place of year-long courses, teachers can be used more effectively -- and to their greater satisfaction -- by concentrating the teachers' instruction in the areas of their greatest interest and competence. The same benefits can be enjoyed by students whose interests likewise are varied.

(It is important to note here that the curricular options are not "wide open." In the Language Arts, for example, all 9<sup>th</sup> and 10<sup>th</sup> grade students are required to elect "Writing Workshop;" the "Developmental Reading" course is required of those students needing this instruction; a minimum number of units must be elected in the areas of writing and literature.)

Courses of varying lengths do not increase the costs of instruction. They require the same number of class sections and teachers as year-long courses, but no more. It probably seems more expensive because it takes more courses (and their descriptions) to equal one year-long course.

There is another very important reason for offering courses of varying lengths. This is that courses should -- and now can be -- designed with specific behavioral objectives in mind. That is to say, courses can now be based on what it is we want the student to learn, achieve, and/or experience, not simply on the amount of time available.

For different students, this may be a matter of weeks, months, or years. The diagrams on the following page illustrate the two concepts we are dealing with.

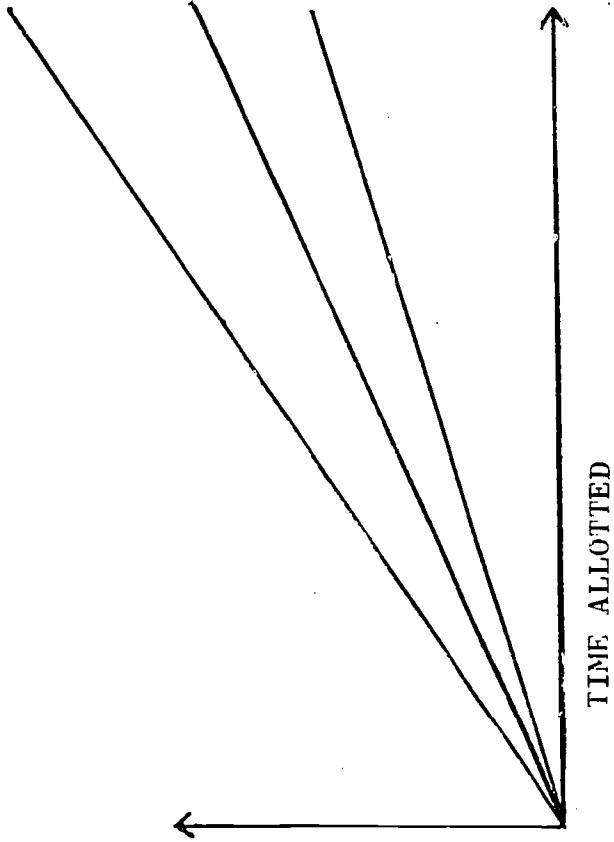
The upper diagram illustrates a course in which time is the constant for all students. American History, for example, is usually a one-year course in high school. With a bright class, you move quickly and accomplish more either in terms of material covered or enrichment experiences. With a slower group, you move more slowly and accomplish less.

The lower diagram illustrates a course in which the skill level desired is the constant for all students. If you forgot for a moment that U.S. History is a year-long course, and thought instead of what it was you wanted the student to accomplish through a study of American History, wouldn't you have to arrive at some different and varying time patterns?

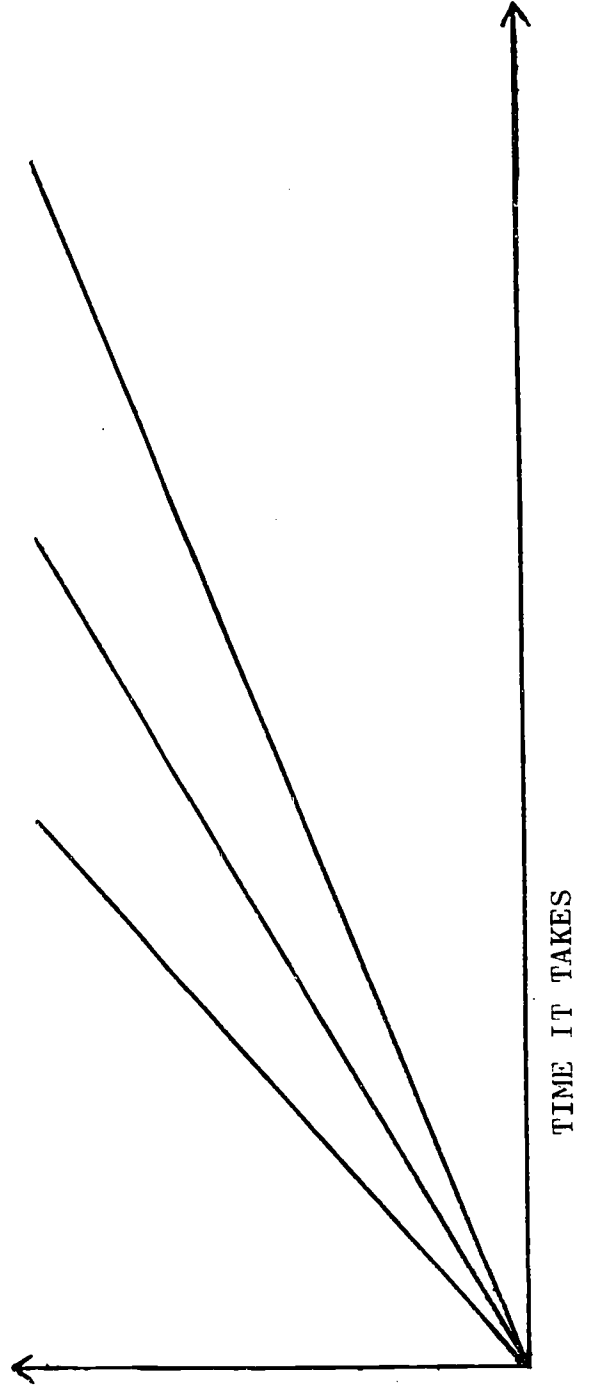
The lower diagram is the "continuous progress course" concept. This is an individual or group situation in which the student progresses through the course at his own pace. Periodic hurdles are set up which the student must overcome before progressing to the next phase or unit. Periodic is used to denote learning phases or units, not time intervals. A minimum achievement level is established for each hurdle, usually at about the 80-90% level. The course has no length--the student completes the course when all the hurdles have been overcome, when all the course objectives have been achieved.

The teacher's role is critical and vital! The teacher is available to the student as needed by the student. The teacher's role also involves prodding, if the student isn't moving as quickly or achieving as well as expected; braking, if the student seems to need to go slower; anticipating potential difficulties for each student; and the like.

There are ordinarily no teacher-to-the-whole-classroom presentations. Because of its individual nature, a student can begin the



SKILL  
LEVEL  
ACHIEVED



SKILL  
LEVEL  
DESIRED

course at any time during the year; by the same token, absence for sickness or a vacation is no problem since the student will miss no class presentations--when he returns he simply does the necessary review, depending on the length of his absence, and picks up where he stopped working before the absence.

Open Laboratories: Group presentations are useful in many classroom situations, but when better learning is possible by creating individual learning situations, then such should be employed. One instance is the open laboratory concept in science. Rather than a class, by-the-members, approach to science experiments by students, we let students schedule themselves for laboratory experiences. Some students will finish more quickly than others; some, in order to learn better, will repeat experiments. Absent students aren't deprived of that particular experience. In terms of facilities utilization, science labs are available all day for laboratory experiences -- science classes can meet in regular classrooms for the most part -- and fewer science laboratory facilities are needed.

Independent study: This concept provides opportunities for students to meet course objectives in different ways as well as to create unique courses or special curriculums for particular individuals.

This is often done for students confined to bed during a lengthy illness. Another instance may be a novel substituted for another novel being studied by a literature class. The substitution may occur because the student wants, but cannot be scheduled for, a particular course. Or the substitution may occur because of the student's or his family's objections to the novel being studied in class. Or the substitution may occur because the student is already very familiar with the novel. Or because the student's background, experience, previous study, or special abilities suggest a better learning experience if a part of--or the whole course is accomplished independent of a class situation. Independent study is often an individual situation, but can be a group situation too.

Independent study programs, as well as others, operate best as student-faculty contracts in which the student contracts with the teacher/advisor to accomplish the stated objectives. Explicitly stated should be the logical consequences of matters such as the

student's learning, or lack of learning, and effort, or lack of effort.

ISDA - Individual Student-Directed Activities: ISDA is that aspect of the school program which has given students the responsibility to decide for themselves what they will do during "not-in-class" time. ISDA offers opportunities to use unscheduled time in a variety of ways and under limited supervision:

- ...take a break
- ...become involved in work-experience program
- ...attend films and lectures
- ...audit classes
- ...consult with guidance counselors
- ...toss a football around on one of the fields
- ...work on independent research
- ...elect a DUO project
- ...study in small groups
- ...just sit around and chat
- ...help others by offering to tutor
- ...assist in Head Start or help out in the elementary schools
- ...go to one of the department resource centers
- ...work in the art room, shops, science labs, and music rooms--  
you don't have to be in a course to use the facilities
- ...eat breakfast and lunch
- ...have conferences with teachers
- ...join one of the service organizations
- ...work out in the gym
- ...enjoy the out-of-doors, except by classroom areas
- ...participate in mini-courses and club activities

With the exception of Freshmen, who are initially assigned to study areas, and students who are found to be unable to handle the responsibility, the entire student body is involved in the ISDA program. The program provides the student with the opportunity to experience the considerable freedom that he has after high school graduation but at a time when the home and school can still exert considerable influence in its use. We would rather have the initial failures and crises occur now, rather than in college or on the job -- we would rather have them occur now when the results will be less disastrous and the problems more easily remedied. Both the personal and school problems of students are much more noticeable in a program such as ISDA -- which also gives us the opportunity to be more aware of the problems and to work more closely with the students and family in solving them.

SOPE: During the 1969-70 school year, the regular curricular program was set aside for a week and replaced by a curriculum of more than 200 courses, both in and out of school, which was planned, determined, and executed by the students. We called this program SOPE -- Student Organized Project in Education. As described in one of the informational bulletins sent to the community residents, "SOPE is a unique experience that considers learning to be a 24-hour process and makes the entire community the school." SOPE was not intended to be an isolated week in the school year, but is evolving into a program of continuing year-round learning opportunities in which alternative offerings and situations play a major role.

DUO is one of the permanent on-going programs which evolved from SOPE in which students have the opportunity to learn by utilizing the many and varied resources in the community. They may perform a service at the same time they learn new skills or share their talents and the learning they have acquired in school. They may teach in an elementary school, work in a social service agency such as the hospital, or they may learn a craft or a trade by apprenticing to a business or to a master craftsman. DUO projects are designed by the individual student to meet his special needs and interests, and, with the guidance of his parents and teachers and the resources provided by the Direction Center, the student may elect and schedule a full DUO program for a period of three, six, nine, or eighteen weeks, or he may elect a "partial" DUO program which allows him to plan a project in the morning or afternoon or on one day a week only. The Direction Center will help the student select an experience in conjunction with his regular in-school program.

Academic credit may be received, the number of credits being determined by the nature of the project and the time devoted by the student to the program, as well as on the basis of evaluations of the project made by the student, the sponsoring agency, and by the DUO Coordinating Committee. The student plans his program and submits his application to a student-faculty committee. The application must be approved by his parents, teachers, the DUO agency in which the student will work, and by the Direction Center.

The Direction Center provides a variety of programs for the student. In addition, new programs can be created by the student, the Direction Center, and by the Citizens' Advisory Committee, a



group of parents and other interested citizens who serve as resources, planning new programs, visiting DUO agencies, and generally sharing their own experiences with students.

About 250 students participated in DUO programs in 1971-72: more than 100 students as teacher assistants in the district elementary schools, kindergartens and nursery schools; about 50 young people at the Medical Center. Social Service agencies to which high school students have contributed their services have been Vermont Legal Aid, Planned Parenthood, SHAC, Crossroads, Baird Children's Center, Howard Family Service, OEO, etc. Seventeen students studied, did research, or worked at the University of Vermont. CVU faculty developed new work-study programs for a number of students in television and radio stations, TV and automobile repair agencies. Retail stores also provided experiences for students in sales and office work. Various apprenticeships in Arts and Crafts, Theatre, and Photography were developed. Several programs will be offered this summer and next fall on a full-time basis to students interested in learning how to operate a dairy farm. A number of related farming projects such as organic gardening, bee-keeping, and showing cattle, etc., will also be available.

Several new programs designed to provide students with the opportunity to explore career interests have been designed by both school and community resources. A member of the DUO Citizens' Advisory Committee has developed a program, "Introduction to Science and Engineering in Industry," a 9-week course offered in the mornings, in which a student will serve in nine or ten local industries for a week at a time, the group coming together on one morning each week for a seminar in which personnel in industry will participate. A "Health Careers Course" is planned and coordinated by the Visiting Nurse Association in collaboration with the DUO program.

Differentiated staffing: A fancy term which means we try to use all members of our staff in the most effective ways possible. The concept is also economically sound. (Our concept may be somewhat different than general use of the term.)

We use professional faculty, for example, only for the professional functions for which they were employed. The primary functions are directing and supervising students' learning, providing and improving

present instructional programs, and developing curriculum. We are concerned with "professional load," not "teaching load."

Less-skilled and lower-salaried personnel are employed for those functions which they can perform as well as, or better than, professional teachers. Among the numerous examples of these functions are filing of student papers, typing tests, running off ditto masters, correcting True-False and multiple choice tests, supervising corridors, the cafeteria, and the like.

Instructional and technical aides, often working directly with students, supervise open laboratories, media and department resource centers, and the like.

An important aspect of differentiated staffing is salaries. Included in the 1971-72 agreement is this statement: "It is the joint goal of the Board, Administration and Professional Staff to change the present method (present salary schedule concept) of compensating the professional staff to a method which will provide compensation on the basis of professional effectiveness."

Among the proposed criteria are professional qualifications; authority and responsibility; tasks, duties, and job goals; and situational factors. Each of these four general categories are broken down to items, each with a value range. Each staff position will have a maximum value range or potential.

Alternative staffing: First, let me clarify the term "alternative"; it is not an attempt to replace teachers. Rather, in much the same way that our DUO program might be called "alternative education," we are working to add to and enhance learning opportunities for students. As in the case of differentiated staffing, which is an elementary form of alternative staffing, we are seeking to redefine the role of the teacher. But even more than that, we are looking to utilize all resources in different and expanded roles. If the professional staff member is in fact a "director of learning experiences," in contrast to the "stand-up-in-front, chalk-and-talk" teacher, then his traditional roles must be remodeled. Additional, probably non-professional, "teachers" will be utilized to help provide richer, more meaningful learning experiences. Often, this means new environments too, and ultimately, new definitions of such terms as course, program, school, the "system," and the like.

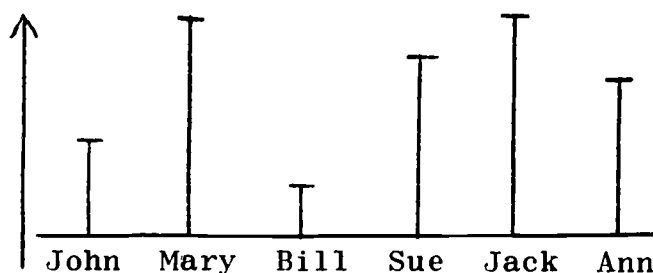
Most teachers are not prepared, philosophically or experientially, for assuming such new roles. We are now involved in an Alternative Staffing Program, funded by the New England Project in Teacher Education and Title III. We hope to be able to establish and demonstrate some additional viable models of alternative staffing.

Reporting Student Progress: Report cards are issued at the end of each quarter or course. In addition, at any time during a course, interim reports are mailed to the parents when the teacher is 1) especially pleased with the student's work or 2) concerned that the student is not progressing well. We encourage student and parent conferences with the faculty throughout the year.

Our philosophy encompasses two goals: 1) to establish individual goals for each student in each course within the framework of the general course objectives; 2) to provide an accurate reporting of the student's skill achievement, and other important matters.

If we expect that a student working at his full potential will achieve at a level different than others, our expectations for a class might look like this:

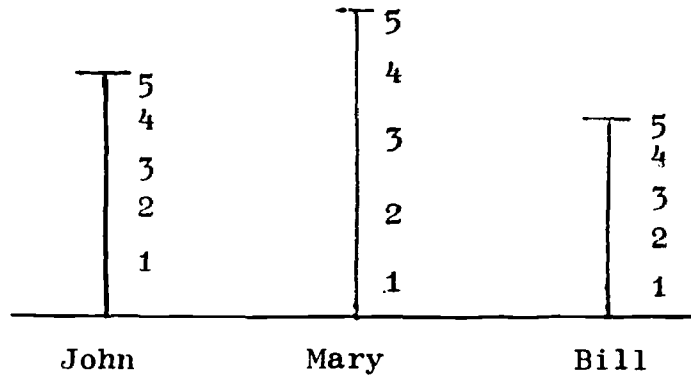
Expectation  
for individual  
(determined  
by teacher).



These expectations may be defined as skills to be learned, the level of skill to be achieved, information retained, concepts understood, values learned, and the like. The expectations for a specific student are based on past performance, standardized testing results, other pertinent data, and professional judgment.

In the case of continuous progress courses, in which the skills to be learned, for example, are the same for all students, the expectations may be in terms of time needed.

The extent to which a student lives up to the expectations for him is reflected in the "effort-ability index," a scale ranging from (lowest) to 5 (highest):



Whatever the reporting system, how can the grade be made to tell just what the student has learned? A, B, or C does not really say much about

- ...the number of words per minute that a student can type
- ...whether a student studying French is equally proficient in conversation and reading
- ...which of the Social Studies course objectives are being met, and how well
- ...etc., etc.

Where we need to give a better indication of actual achievement, we provide additional information.

In the case of Typing, for example, we report on such matters as Typing Techniques, Work Habits, Speed, Accuracy, Following Directions, Proofreading, Erasing, Completion of Assignments, and Types of Problems Completed This Quarter. We feel such a report provides more and better information than the traditional grade to the student, his parents, and prospective employers or colleges.

Our philosophy of grading does not lend itself either to "Honor Rolls" or computation of "Rank in Class." In practice, this has presented no problems for the school or been a handicap to our students. Indeed, we recently received the following letter from the Admissions office of an out-of-state, nationally recognized institution:

"Just a short note to commend you and your associates for the kind of job you are doing relative to providing college admissions offices with very informative and, more important, very human application folders. After reviewing \_\_\_\_\_'s folder I felt as if I knew something about him as a person. The teacher comment sheets coupled with the very thoughtful recommendations are great. Keep up the good work. You are doing your students a great service.

P.S. \_\_\_\_\_ has been accepted and will hear from us shortly."

Student Rights and Responsibilities: It is the goal at C.V.U. to achieve the balance point where the principle of order and the principle of liberty meet. We reject the extremes of both principles--standardization and regimentation on the one hand, and license and anarchy on the other. At the same time, we understand that consideration must be given to the relative maturity or immaturity, as the case may be, of the persons comprising the student body.

We are committed to that necessary and reasonable exercise of authority by school officials which will best serve to maintain and encourage student rights while inculcating, encouraging, and maintaining in students a sense of individual responsibility and citizenship.

Discipline is an individual matter and its purpose is to change undesirable behavior -- and more important, the attitudes which bring about that behavior. We believe that behavior controls should be flexible -- that discipline should be firm, fair and consider the unique elements of each individual situation. Punishment, in the sense of exacting revenge, is not a part of our disciplinary policy.

Every discussion of rights and responsibilities reaches toward the underlying concept of fairness. Here, as in the discussion of the ISDA program, two factors predominate: consideration for yourself and consideration for others.

The school often finds itself at the point where conflicting wishes and ambitions of students, faculty, parents, and other residents collide. It is the administration's role to try to make these divergent interests compatible so that the school can be what it is intended to be, a place where learning can take place.

**CVUHS STUDENT PROGRESS REPORTS**  
**(Samples)**

CHAMPLAIN VALLEY UNION HIGH SCHOOL  
 Hinesburg, Vermont 05461  
 802-482-2101

Arts Department  
 Achievement Report

Dear Parent:

The Art Curriculum includes surface and indepth study of these art areas: painting-watercolor, tempera, and oils, (advanced art students); 3-dimensional work in mobiles and sculpture, using a variety of materials; 2-dimensional study in design, representational drawing, print making, collage and calligraphy. Art history and appreciation for the fine arts are also stressed and incorporated in the art program.

True art reflects the personality of the artist and has meaning or purpose. In the visual arts this purpose is expressed by the organization of the visual elements; color, line, value, form and texture. Evaluation is intrinsic to the teaching of art, and each quarterly evaluation will contribute to the art student's selection of purpose and the art teacher's direction in planning art experiences. The following are my criteria in evaluating an art student:

- \_\_\_\_\_ 1. Personal responsibility -- completion of course work attendance
- \_\_\_\_\_ 2. Evenness of performance
- \_\_\_\_\_ 3. Diversity of expression - originality
- \_\_\_\_\_ 4. Depth of understanding of concepts and techniques
- \_\_\_\_\_ 5. Pursuit of independent study
- \_\_\_\_\_ 6. Consideration for others and the art room facility

INDEX 1 2 3 4 5  
 Minimum - 1 Maximum - 5

Student Name _____	Parent conference requested YES NO
Class _____ Homeroom _____	Effort ability index 1 2 3 4 5
Subject/level _____	(Minimum - 1 Maximum - 5)
ERIC _____	Final grade at end of course _____
Class absences this report period _____	Unit of credit earned _____

Report Period 1 2 3 4

CHAMPLAIN VALLEY UNION HIGH SCHOOL  
Hinesburg, Vermont 05461  
802-482-2101

Industrial Arts Department  
Achievement Report

WOODWORKING I

Dear Parent:

This Achievement Report is designed to show how \_\_\_\_\_ is progressing in Woodworking I. The following brief statements show what is expected of each student with respect to the following goals and objectives:

1. An understanding of the woodworking industries, including sources of lumber, how lumber is made into wood materials, how wood projects are designed and produced, and how people earn a living in the woodworking industry.
2. Development of the student to design, plan, and carry through a project in wood.
3. To teach the basic skills in woodworking that are useful to everyone, regardless of the aim in life.
4. Develop in the student how to work safely with woodworking tools and materials, and to protect themselves from accidents.
5. An understanding of consumer values by learning how to order lumber, plywood, finishing materials, and hardware.
6. Stressing the conservation of our natural resources by showing the value of our forests and how they can be preserved.

Student Name _____	Parent conference requested	YES	NO
Class _____	Effort ability index	1	2
Homeroom _____		3	4
Subject/level _____	(Minimum - 1	Maximum - 5)	
ERICer _____	Final grade at end of course	_____	
absences this report period _____	Unit of credit earned	_____	



CHAMPLAIN VALLEY UNION HIGH SCHOOL  
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1971-72

**REPORT OF PROGRESS IN TYPING I**

Typing I is designed to provide each student with a basic vocational skill. It is a prerequisite for Typing II, Secretarial Procedures, and Clerical Office Procedures.

During the first several weeks of the course, emphasis is on the development of proper keyboard control and techniques, proper stroking, knowledge of the operative parts of the typewriter, and good work habits. As early in the course as possible each student commences work on assignment sheets which he completes at his own rate. As the year progresses, the student will apply his typing skill to a variety of problems such as proper placement of material, letter styles, envelopes, carbon copies, tabulation problems, manuscripts, and simple business forms.

Throughout the course, considerable time is spent on various types of drills designed to improve the student's basic typing skill in terms of both speed and accuracy. Related knowledges and skills to be developed during the course include recognition and skillful correction of errors, correct word division, proper punctuation and capitalization, careful planning and organization of work, and the ability to complete an assigned task within a reasonable period of time.

Typing Techniques _____	Following Directions _____
Work Attitudes and Habits _____	Proofreading _____
Speed (straight copy) _____	Erasing _____
Accuracy _____	Completing Assignments _____

(Excellent, Good, Average, Poor, Failing)

Types of Problems Completed This Quarter \_\_\_\_\_

Student Name _____	Parent conference requested	YES	NO			
Class _____ Homeroom _____	Effort ability index	1	2	3	4	5
Subject/level _____	(Minimum - 1	Maximum - 5)				
ERICer _____	Final Grade _____					
absences this report period _____	Unit of credit earned _____					

Report Period 1 2 3 4

CHAMPLAIN VALLEY UNION HIGH SCHOOL  
Hinesburg, Vermont 05461  
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Foreign Language Department  
Achievement Report

## FRENCH III

Your son/daughter has been studying French the 3rd quarter through one of the three options stated below. Indicated is the approach used and what was accomplished.

LARGE GROUP \_\_\_\_\_

1. \_\_\_\_\_ Given \_\_\_\_\_ readings by French authors, the student will be able to read and comprehend the stories so as to answer correctly all questions within an 80% range of accuracy.
2. \_\_\_\_\_ Given \_\_\_\_\_ readings, the student will be able to participate in an oral discussion of each story by voicing his opinion in French at least once.
3. \_\_\_\_\_ Given a written proficiency test on 4 grammatical structures, the student will be able to write the answers within an 80% range of accuracy.
4. \_\_\_\_\_ Given the play, Pelleas et Melisande, the student will be able to discuss the major points either orally or in written form within an 80% range of accuracy.

SMALL GROUP \_\_\_\_\_

1. \_\_\_\_\_ Given the test, Village en Vaucluse, the student will be able to read and comprehend the stories so as to answer all written questions within an 80% range of accuracy.
2. \_\_\_\_\_ Given the same text, the student will be able to discuss in French the main ideas in each story by voicing his opinion at least once.
3. \_\_\_\_\_ Given a programmed text, La France, the student has completed \_\_\_\_\_ proficiency tests within a 70% range of accuracy.
4. \_\_\_\_\_ Given a class situation, the student will strive to improve himself orally by conversing in French with the members of his group on a daily basis.

INDEPENDENT \_\_\_\_\_ (student selected between #1 and #2)

1. \_\_\_\_\_ Given a programmed text, La France, the student has completed \_\_\_\_\_ proficiency tests within a 70% range of accuracy.
2. \_\_\_\_\_ Given a written proficiency test on 9 structures, the student will be able to write the answers within an 80% range of accuracy.
3. \_\_\_\_\_ Given 3 books by French authors, the student will be able to read and comprehend the stories so as to write in French a 1-2 page summary.
4. \_\_\_\_\_ Given 3 Foreign Service Institute Dialogues, the student will be able to read the dialogues with near-native pronunciation, answer 8 out of 10 questions and supply the English equivalents.

Student Name _____	Parent conference requested	YES	NO
Class _____	Effort ability index	1	2
Homeroom _____		3	4
Subject/level _____	(Minimum - 1	Maximum - 5)	
Teacher _____	Final grade at end of course	_____	
Class absences this report period _____	Unit of credit earned	_____	

**SOCIAL STUDIES - U.S. HISTORY**  
**Specific Objectives to Achieve Goals**

The extent to which the student;

	Failure	Poor	Needs Improvement	Satisfactory	Exceptional
...when given hypotheses about economic development and evidence in historical essays, is able to state generalizations about economic development in terms of natural, capital, and human resources.					
...when given data in statistical tables and charts is able to read and interpret that data.					
...knows that a combination of natural, human and capital resources promoted American economic development.					
...knows that industrial growth changed the patterns of life and work for many Americans.					
...knows the extent and importance of American industrial growth between the end of the Civil War and 1929.					
...knows some of the problems in association with the settlement of the western frontier.					
...knows the significance of railroad growth in the U.S. as a factor in settlement and business and government regulation.					
...is able to associate the interrelationships of the development of industry and government involvement in many spheres of American economic life.					
...takes an active and positive part in class activities, follows directions and works productively as an individual and in small groups.					
...shows an open mind in class discussions and reaches conclusions about issues after investigation and debate.					
...demonstrates an understanding of the basic classroom procedures and values of: punctuality, class attendance, and completion of homework including missed work.					

SOCIAL STUDIES - U.S. HISTORY  
Specific Objectives to Achieve Goals

54

Exceptional  
Satisfactory  
Needs Improvement

Failure

Poor

The extent to which the student

...knows that many current reform movements have historical roots.

...knows that reform movements appear when a significant number of people become distressed with some aspect of society.

...knows that a reform movement, as opposed to revolution, is a non-violent mode of change which relies on persuasion, assembly, speech, pressure-group activities, and sometimes civil disobedience to gain its goals.

...knows the customs and laws of war which were established at the Hague and Geneva conventions.

...knows that our nation established and tried to maintain a position of non-entangling alliances in our early history.

...demonstrates awareness of current events in U.S. history.

...participates in class activities.

...is able to work effectively with a small group of students in researching and presenting to the class their findings concerning a reform movement in U.S. history.

...is able to apply the principles of Nuremberg (crimes against: peace, conspiracy, humanity, and the laws of war) to other situations.

...is able to weigh the evidence of the defense in the Nuremberg trials and decide which arguments were most persuasive and which were least persuasive.

...is able to support his values regarding current reform movements with evidence and reasoning.

**SOCIAL STUDIES - FOUR SOCIETIES**  
**Specific Objectives to Achieve Goals**

The extent to which the student;

	Failure	Poor	Need Improvement	Satisfactory	Exceptional
...when given documents relating to western ideologies, is able to state what values are expressed or implied.					
...when given the values expressed by western ideologies and social science concepts, is able to ask analytical questions about the relationship between these values and the nature of European political, economic, and social systems.					
...know that a belief in equality has been expressed throughout the history of western man.					
...knows how westerners have tried to implement equality in their political, economic, and social arrangements.					
...knows the definitions and justifications of nationalism formulated by modern western man.					
...knows the roots and nature of Communist totalitarianism as it is practiced in the Soviet Union.					
...knows the nature of Nazi totalitarianism and its consequences for human beings.					
...is able to state justification for major western values.					
...is able to clarify value positions about such issues as equality, nationalism, and democracy.					
...take an active and positive part in class activities, follows directions and works productively as an individual and in small groups.					
...show an open mind in class discussions and reaches conclusions about issues after investigation and debate.					
...demonstrate an understanding of the basic classroom procedures and values of: punctuality, class attendance and completion of homework including missed work.					

CHAMPLAIN VALLEY UNION HIGH SCHOOL  
Hinesburg, Vermont 05461  
802-482-2101

SECOND QUARTER (1971-72) REPORT TO PARENTS AND GUARDIANS

One of the most difficult assignments that a high-school teacher faces is the evaluation of student performance. Serious drawbacks can be cited for almost every form that the evaluation process takes. (see Evaluating and Reporting Pupil Progress by John Rothney, National Education Association "What Research Says Series" 1968)

The latest to gain favor in a long list of evaluation schemes may be called the performance-objective method. A list of carefully selected objectives within a subject area is developed by the teacher. Desired changes in student behaviour with respect to his achieving the chosen objectives is then the measure of how well the student is "performing." Simple and foolproof-----or is it?

Anyone can teach a rat to run a maze, especially if you make him hungry enough (that's euphemistically termed motivation). The rat runs the maze because he has no other choice. The student, especially at the high-school level, should at least be given the opportunity to choose the kind of maze he wants to run.

In my science classes I do not dictate what the student must do or must learn. I attempt to present as much interesting material as possible, make myself available on an individual or small group basis as often as the need arises, and leave it up to the student to determine what he or she will learn. I insist, however, that if they do a job, that they do it well. The ability to judge their individual efforts on an objective basis is one of the primary responsibilities of my role as a teacher. It requires that I continually keep abreast of what is happening in my field, and represent that field as best as possible. In this way I can indicate the pupil's likelihood of success in continuing to work in that field.

In this report you will find a list of material that has been made available or presented to the students during this quarter. You will also find a list describing the work that the student has performed. This work originated either as a suggested assignment or thru self motivation, and my personal evaluation appears alongside that work where appropriate. If you have any questions please do not hesitate to contact me.

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Student Name _____	Parent conference requested Y N
Class _____	Effort ability index 1 2 3 4 5
Subject/level _____	(Minimum - 1 Maximum - 5
Teacher _____	Final grade at end of course _____
Class absences this report period _____	Unit of credit earned _____

Report Period 1 2 3 4

CHAMPLAIN VALLEY UNION HIGH SCHOOL  
Hinesburg, Vermont 05461  
802-482-2101

CHEMISTRY DEPARTMENT

ACHIEVEMENT REPORT

Dear Parent:

The following is a list of the instructional objectives for the second quarter in chemistry:

1. The student will be able to explain in writing: a) "the law of charges" (Coulomb's Law), as well as devise a model using familiar objects to illustrate it; b) the nuclear atom using protons, neutrons, electrons, mass number, size of atom, and isotopes; c) the decomposition or transmutation of atomic nuclei by appropriate nuclear equations.
2. The student will be able to use the periodic chart to predict formulas of compounds and properties of elements, as well as identify elements when given data about their properties.
3. The student will be able to use the laws of definite composition, simple multiple proportions, and percentage composition to determine empirical formulas.
4. The student will be able to describe in writing Rutherford's and Millikan's experiments.
5. The student will be able to balance equations electrically (moles of electrons) and chemically (moles of atoms or ions).
6. The student will be able to use the relationship  $E = hu$  to convert energy to frequency.
7. The student will be able to write electron orbital configuration of atoms and ions and relate it to physical characteristics of that element or ion.
8. The student will be able to draw orbital and electron dot representations of molecules and predict covalent or ionic bonding; formulas, shapes, and polarity of molecules.
9. The student will become familiar with usage of chemicals and laboratory techniques in experiments illustrating or related to the above objectives for a minimum of two (2) modules per week.
10. The student will write lab reports forming a conclusion based on observed data followed by "wondering why" questions.

Your son/daughter has achieved the above objectives in my estimation as interpreted by the following grades:

Class Work \_\_\_\_\_ Quarter Grade \_\_\_\_\_  
Laboratory Work \_\_\_\_\_

Comments:

Student Name _____	Parent conference requested	YES	NO
Class _____	Homeroom _____	Effort ability index	1 2 3 4 5
Subject/level _____	(Minimum - 1 Maximum - 5)		
Teacher _____	Final grade at end of course _____		
absences this report period _____	Unit of credit earned _____		

CHAMPLAIN VALLEY UNION HIGH SCHOOL  
Hinesburg, Vermont 05461  
802-482-2101

Mathematics Department  
Achievement Report

INTERMEDIATE ALGEBRA - CONTINUOUS PROGRESS

Dear Parent:

The continuation of the complete development of the number systems is the theme of Intermediate Algebra. The extensions of the properties of the Real Number System studied in Algebra I and Geometry are extended into the Complex Number System as an important phase of the development.

Intermediate Algebra covers many diverse topics, seemingly unrelated, which aid toward the development noted above. These topics are finally brought together as the student proceeds into Advanced Math I.

In the Continuous Progress Program (Individualized Study, students are allowed to progress through the work of the required ten units of Intermediate Algebra on a time-table established by and for themselves. Achievement grades for testing are required at an A or B level before proceeding to the next unit. Credit is given when a student completes the requirements of the course and the student may then proceed to the next sequential course.

Number of units completed at this time. \_\_\_\_\_

Student Name _____	Parent conference requested YES NO
Class _____ Homeroom _____	Effort ability index 1 2 3 4 5
Subject/level _____	(Minimum - 1 Maximum -5)
ERIC _____	Final grade at end of course _____
absences this report period _____	Unit of credit earned _____



Report Period 1 2 3 4

CHAMPLAIN VALLEY UNION HIGH SCHOOL  
Hinesburg, Vermont 05461  
802-482-2101

Mathematics Department  
Achievement Report

INTERMEDIATE ALGEBRA - LEVEL 3

Dear Parent:

The objectives of the course in Intermediate Algebra are as follows:

- I. To continue the study of the Real Number system introduced in Algebra I and to complete the development of the Complex Number system.
- II. To study the fundamental processes and techniques of Algebra.
- III. To acquire facility in the applications of these algebraic concepts and skills.

In order to evaluate your son's/daughter's performance the following items are considered.

1. Performance on Quizzes and Tests.  
This marking period your son/daughter achieved a grade of \_\_\_\_\_ on tests.
2. Student's Role in Class.  
Your son/daughter:
  - a. Plays a minor role in class activities and discussions.  
\_\_\_\_\_
  - b. Participates in class activities and discussions.  
\_\_\_\_\_
  - c. Plays a major role in all class activities and discussions.  
\_\_\_\_\_
3. Notebook - (Each student keeps a notebook which not only indicates the extent to which the student keeps up with the work but also the student's organizational ability which is important in a mathematics class.)

This marking period, your son/daughter achieved a grade of \_\_\_\_\_ on the notebook.

Below you will find a number circled on the effort ability index. This number simply indicates the student's effort in terms of his own ability.

Student Name _____	Parent conference requested YES NO
Class _____ Home room _____	Effort ability index 1 2 3 4 5
Subject/level _____	(Minimum - 1 Maximum - 5)
ERIC _____	Final grade at end of course _____
Class absences this report period _____	Unit of credit earned _____

Report period 1 2 3 4

CHAMPLAIN VALLEY UNION HIGH SCHOOL  
Hinesburg, Vermont 05461  
802-482-2101

English Department  
Achievement Report

Objectives of Developmental Reading 1971-72

Dear Parent:

This course is totally individual in nature. The student and I set goals which need to be worked on and he spends his class time accomplishing these. Much stress is put on individual initiative and a business like approach to the work.

The ✓ before the objective indicates this one as needing improvement when the student entered this course.

The \* after the objective indicates the student accomplished the goal.

Those objectives with no ✓ or \* are ones this student is not involved with.

By the end of one semester the student should be able to:

\_\_\_\_\_ demonstrate substantial increase in level of \_\_\_\_\_  
reading comprehension.

\_\_\_\_\_ have an extended general reading vocabulary \_\_\_\_\_  
taken from his readings.

\_\_\_\_\_ demonstrate by quantities and qualities of \_\_\_\_\_  
material read, an awakening recognition of  
the role of reading in his career, and an  
interest in reading itself.

\_\_\_\_\_ vary his reading speed to the difficulty of \_\_\_\_\_  
material read and the purpose for reading it.

\_\_\_\_\_ increase his reading speed about 100%. \_\_\_\_\_

\_\_\_\_\_ study and work efficiently and effectively \_\_\_\_\_  
for each content subject and task.

Student Name _____	Parent conference requested	YES	NO
Class _____	Effort ability index	1	2
Homeroom _____		3	4
t/level _____	(Minimum - 1	Maximum - 5)	
_____	Final grade at end of course	_____	
Class absences this report period _____	Unit of credit earned	_____	



CHAMPLAIN VALLEY UNION HIGH SCHOOL  
 Hinesburg, Vermont 05461  
 802-482-2101

English Department  
 Achievement Report

Dear Parent:

Course Description:

Writing Workshop offers the student the opportunity to sharpen his writing skills by writing about experiences and events which arise from his own thoughts and activities.

GOALS:

\_\_\_\_\_ has completed \_\_\_\_\_ writing assignments.

The student demonstrates the ability to:

1. focus on a specific idea, feeling, or event which he wants to express in writing. \_\_\_\_\_
2. organize his material logically. \_\_\_\_\_
3. use concrete details to make his writing clear. \_\_\_\_\_
4. write in different ways in order to be understood by different readers. \_\_\_\_\_
5. recognize the strengths and weaknesses of his writing. \_\_\_\_\_
6. improve his papers by rewriting. \_\_\_\_\_

Student Name _____	Parent conference requested YES NO
Class _____ Homeroom _____	Effort ability index 1 2 3 4 5
Subject/level _____	(Minimum - 1 Maximum -5)
Teacher _____	Final grade at end of course _____
CERIC absences this report period _____	Unit of credit earned _____

Report: Period 1 2 3 4

CHAMPLAIN VALLEY UNION HIGH SCHOOL  
Hinesburg, Vermont 05461  
802-482-2101

DRIVER EDUCATION  
ACHIEVEMENT REPORT

Dear Parent:

The goals of Driver Education are:

1. To develop a knowledge of the laws and rules of the road through classroom work.
2. To develop good driving attitudes.
3. To develop acceptable driving skills.

During the semester progress towards these goals has been:

Poor	Below Average	Average	Good	Excellent
------	---------------	---------	------	-----------

Weaknesses have been discovered in the following checked areas:

- |   |  |
|---|--|
| <p>_____ Attitude</p> <p>_____ Steering control</p> <p>_____ Speed control</p> <p>_____ Hill starts</p> <p>_____ Turns</p> <p>_____ Backing</p> <p>_____ Classroom work</p> | <p>_____ Interstate Driving</p> <p>_____ City driving</p> <p>_____ Adverse condition driving</p> <p>_____ Parking</p> <p>_____ Anticipation of hazards</p> <p>_____ Reaction to conditions</p> |
|---|--|

Comments:

\_\_\_\_\_ Hours of additional driving practice at home are recommended before attempting to get a license.

Student Name _____	Parent conference requested YES NO
Class _____ Homeroom _____	Effort ability index 1 2 3 4 5
S _____ /Level _____	(Minimum - 1 Maximum - 5)
Class absences this report period _____	Final grade at end of course _____
	Unit of credit earned _____



**PART II**

**NUTS AND BOLTS**

**OR**

**CONCEPT INTO PRACTICE**

45 - 15 SCHEDULING

BASIC YEAR-ROUND SCHEDULE FOR 9-3 TEACHERS

June 30

Cycles / Yr.	9-weeks school Sept. 27	9-weeks school Dec. 27	9-weeks school Mar. 27	9-weeks school June 30
1	Teacher A	Teacher A	Teacher A	Teacher A
2	Teacher B	Teacher B	Teacher B	Teacher B
3	Teacher C	Teacher C	Teacher C	Teacher C
4	Teacher D	Teacher D	Teacher D	Teacher D
5	Teacher E	Teacher E	Teacher E	Teacher E
6	Teacher F	Teacher F	Teacher F	Teacher F
3 wk. Vac.				
1	Teacher G	Teacher G	Teacher G	Teacher G
2	Teacher H	Teacher H	Teacher H	Teacher H
3	Teacher I	Teacher I	Teacher I	Teacher I
4	Teacher J	Teacher J	Teacher J	Teacher J
5	Teacher K	Teacher K	Teacher K	Teacher K
6	Teacher L	Teacher L	Teacher L	Teacher L
Vac.				
1				
2				
3				
4				
5				
6				
1	M			
2	N			
3	O			
4	P			
5	Q			
6	R			
1	S			
2	T			
3	U			
4	V			
5	W			
6	X			

(Work same schedule as group of students to which they are assigned)

Above schedule for teachers is in effect at Becky-David Primary and Central Elementary.  
(Teachers work with only one cycle of students)

4th Year Room Assignments - 1971-72

Ending Days	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Beginning Days	1	12	2	13	3	3	18	10	3	22	9	26
	22	16	7	18	9	7	20	14	7	24	11	31

Semi-Departmentalized-4th, 5th, 6th (only 1-3 week vacation one time during year)

1st Period	L.A.	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2	M-S 4 1	Rm. 3-Trost 4 1 Rm. 6-Horn 4 2	SS-H 4 1	Rm. 3-Trost 4 1 Rm. 4-Pinney 4 2	SS-H 4 1	Rm. 4-Pinney 4 1 Rm. 5-King 4 2	L.A. 4 1	M-S 4 1	L.A. 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2
2nd Period	M-S	Rm. 3-Trost 4 1 Rm. 6-Horn 4 2	SS-H 4 1	Rm. 4-Pinney 4 1 Rm. 5-King 4 2	L.A. 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2	L.A. 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2	L.A. 4 1	M-S 4 1	M-S 4 1	Rm. 3-Trost 4 1 Rm. 6-Horn 4 2
3rd Period	SS-H	Rm. 4-Pinney 4 1 Rm. 5-King 4 2	L.A. 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2	L.A. 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2	M-S 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2	M-S 4 1	SS-H 4 1	SS-H 4 1	Rm. 4-Pinney 4 1 Rm. 5-King 4 2

1st Period	M-S	Rm. 3-Trost 4 1 Rm. 6-Horn 4 2	SS-H 4 1	Rm. 4-Pinney 4 1 Rm. 5-King 4 2	SS-H 4 1	Rm. 4-Pinney 4 1 Rm. 5-King 4 2	L.A. 4 1	Rm. 2-Railey 4 1 Rm. 1-Brown 4 2	L.A. 4 1	M-S 4 1	M-S 4 1	Rm. 3-Trost 4 1 Rm. 6-Horn 4 2
2nd Period	SS-H	Rm. 4-Pinney 4 1 Rm. 5-King 4 2	L.A. 4 1	Rm. 2-Railey 4 1 Rm. 1-Brown 4 2	L.A. 4 1	Rm. 2-Railey 4 1 Rm. 1-Brown 4 2	M-S 4 1	Rm. 2-Railey 4 1 Rm. 1-Brown 4 2	M-S 4 1	SS-H 4 1	SS-H 4 1	Rm. 4-Pinney 4 1 Rm. 5-King 4 2
3rd Period	L.A.	Rm. 2-Railey 4 1 Rm. 1-Brown 4 2	M-S 4 1	Rm. 3-Trost 4 1 Rm. 6-Horn 4 2	M-S 4 1	Rm. 3-Trost 4 1 Rm. 6-Horn 4 2	SS-H 4 1	Rm. 3-Trost 4 1 Rm. 6-Horn 4 2	SS-H 4 1	L.A. 4 1	L.A. 4 1	Rm. 2-Railey 4 1 Rm. 1-Brown 4 2

1st Period	6-Horn 4 1 3-Trost 4 2	L.A. 4 1	Rm. 5-King 4 1 Rm. 4-Pinney 4 2	SS-H 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2	SS-H 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2	M-S 4 1	M-S 4 1	M-S 4 1	M-S 4 1	L.A. 4 1 Rm. 5-King 4 2
2nd Period	5-King 4 1 4-Pinney 4 2	SS-H 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2	M-S 4 1	Rm. 6-Horn 4 1 Rm. 3-Trost 4 2	M-S 4 1	Rm. 6-Horn 4 1 Rm. 3-Trost 4 2	L.A. 4 1	L.A. 4 1	L.A. 4 1	SS-H 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2
3rd Period	1-Brown 4 1 2-Railey 4 2	M-S 4 1	Rm. 6-Horn 4 1 Rm. 3-Trost 4 2	L.A. 4 1	Rm. 5-King 4 1 Rm. 4-Pinney 4 2	L.A. 4 1	Rm. 5-King 4 1 Rm. 4-Pinney 4 2	SS-H 4 1	SS-H 4 1	SS-H 4 1	M-S 4 1	Rm. 6-Horn 4 1 Rm. 3-Trost 4 2

1st Period	Rm. 4-Pinney 4 1 Rm. 5-King 4 2	SS-H 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2	M-S 4 1	Rm. 6-Horn 4 1 Rm. 3-Trost 4 2	M-S 4 1	Rm. 6-Horn 4 1 Rm. 3-Trost 4 2	L.A. 4 1	L.A. 4 1	L.A. 4 1	SS-H 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2
2nd Period	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2	M-S 4 1	Rm. 6-Horn 4 1 Rm. 3-Trost 4 2	L.A. 4 1	Rm. 4-Pinney 4 1 Rm. 5-King 4 2	L.A. 4 1	Rm. 4-Pinney 4 1 Rm. 5-King 4 2	Rm. 4-Pinney 4 1	SS-H 4 1	SS-H 4 1	M-S 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2
3rd Period	Rm. 6-Horn 4 1 Rm. 3-Trost 4 2	L.A. 4 1	Rm. 4-Pinney 4 1 Rm. 5-King 4 2	SS-H 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2	SS-H 4 1	Rm. 1-Brown 4 1 Rm. 2-Railey 4 2	Rm. 1-Brown 4 1	M-S 4 1	M-S 4 1	L.A. 4 1	Rm. 6-Horn 4 1 Rm. 3-Trost 4 2



STUDENTS ARE ASSIGNED TO ONE OF FOUR GROUPS (A, B, C, D).

Dear Student and Parents:

I am writing to inform you of the group to which you have been assigned for the 1971-72 school year. Under the "45-15" plan, students are assigned to one of the four groups.

We are notifying you of the group assignment at this time for two reasons:

- 1) so that you will have a minimum of seven months advance notice in order to make plans for vacations and other activities.
- 2) so that you may have the opportunity to inform us of any special circumstances or situations that may necessitate a change of group assignment.

(Please contact me as soon as possible - by January 15, hopefully - regarding such a request.)

You will soon receive the booklet, Curriculum Offerings and Course Descriptions, 1971-72. Registration for courses will begin during January. More information on registration will be given to you early in January.

We need and solicit your support and cooperation in the implementation of this plan. Even as we are convinced of the educational soundness of the program, we will do all we can to reduce the impact of any personal inconvenience.

You have been assigned to Group A.

1971-72 Academic year (Group A):

1st quarter:

July 26 - September 24

(School closed: Labor Day, September 6)

2nd quarter:

October 18 - December 23

(School closed: VEA Convention, October 21, 22  
Thanksgiving, November 25, 26)

3rd quarter:

January 24 - March 24

(School closed: Lincoln's Birthday, February 11  
Town Meeting Day, March 7)

4th quarter:

April 17 - June 15

(School closed: Memorial Day, May 29)

1972-73 Academic year begins July 31.

## ESTABLISHING THE COURSE CATALOG

Course offerings and methods of presentation are initiated at the department level. This is the first step in determining the course catalog.

To: All Departments  
Re: '72-'73 Curriculum

CVUHS  
12/1/71

For all courses to be offered in '72-'73 school year:

- a) Course title \_\_\_\_\_
- b) Length of course, if applicable (3-week, 6-week, 9-week, 18-week, etc.)  
     or  
     Continuous progress type  
     or  
     Independent study type  
     or  
     Other non-time oriented type

\_\_\_\_\_

- c) Brief description of course for student booklet:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- d) Credit offered for successful completion of course (1/4, 1/2, etc.): \_\_\_\_\_

- e) Must the course be offered during a particular time of the year? \_\_\_\_\_,  
     or anytime? \_\_\_\_\_ If at a particular time, when? \_\_\_\_\_

- f) How can this course be offered - check all that apply:

- \_\_\_\_\_ self-contained section
- \_\_\_\_\_ two-entries section
- \_\_\_\_\_ multiple (more than 2) entries section
- \_\_\_\_\_ not a group section, but on an individual basis  
     (such as independent study and DUO)
- \_\_\_\_\_ special needs (ie. large and small groups)

- g) Check one:

- \_\_\_\_\_ not sure at this time if flexibility of entries can be increased  
     more than indicated above
- \_\_\_\_\_ do not want to increase flexibility of entries more than  
     indicated above because of nature of course
- \_\_\_\_\_ believe that flexibility of entries can be increased with  
     further planning/development work

- h) To offer this course as indicated, the following planning/development/etc.  
     work must be accomplished: (indicate needs specifically, including costs,  
     suggested times, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CVUHS COURSE OFFERINGS**

## BUSINESS EDUCATION

<u>Course</u>	<u>Length</u>	<u>Credit</u>
General Business	4 quarters	1
Business Math	2 quarters	1
Recordkeeping	4 quarters	1
Distributive Education	4 quarters	1
Bookkeeping I	4 quarters	1
Bookkeeping II	4 quarters	1
Shorthand I	4 quarters	1
Shorthand II	4 quarters	1
Economic Education	4 quarters	1
Personal Typing	2 quarters	1/2
Notehand	2 quarters	1/2
Fundamentals of Data Processing	2 quarters	1/2
Business Communications and Media	2 quarters	1/2
Career English	2 quarters	1/2
Typing Skill Development	1 quarter	1/4
Payroll and Income Tax Preparation	1 quarter	1/4
Business Filing	1 quarter	1/4
Business Travel, Shipping and Mailing	1 quarter	1/4
Machine Transcription	1 quarter	1/4
How to Find and Apply for a Job	1 quarter	1/4
Marketplace U.S.A.	1 quarter	1/4
The Intelligent Consumer	1 quarter	1/4
Government and the Consumer	1 quarter	1/4
Law and the Consumer	1 quarter	1/4
Typing I	Continuous Progress	1
Typing II	Continuous Progress	1
Copying and Duplicating Machines	Continuous Progress	1/4
Calculators and Adders	Continuous Progress	1/4

## FINE ARTS

<u>Course#</u>	<u>Length</u>	<u>Credit</u>
Basic Art	4 quarters	1
Art Studio	Continuous progress	up to 1
Dry Crafts: Jewelry	Continuous progress	1/4
Dry Crafts: Leather	Continuous progress	1/2
Dry Crafts: Weaving	Continuous progress	1/4
American Indian Art	Continuous progress	up to 1
Ceramics: Pots for Beginners	Continuous progress	up to 1
Advanced Ceramics	Continuous progress	up to 1
Calligraphy	Continuous progress	up to 1
Oil Studio	Continuous progress	up to 1
Watercolor Studio	Continuous progress	up to 1
Wood: Design and Carving	Continuous progress	up to 1

## FOREIGN LANGUAGES

<u>Course</u>	<u>Length</u>	<u>Credit</u>
Introduction to German	4 quarters	1
Introduction to Spanish	4 quarters	1
Intermediate Spanish	4 quarters	1
Advanced Spanish	4 quarters	1
Intermediate French	4 quarters	1
Chez Les Francais	4 quarters	1
Advanced French	4 quarters	1
History of the Language	2 quarters	1/2
Mythology	2 quarters	1/2
An Introduction to Vergil	2 quarters	1/2
Main Themes from the <u>Aeneid</u>	2 quarters	1/2
La Vida Hispanica	1 quarter	1/4
Hispanic Short Story	1 quarter	1/4
Advanced Conversation in Spanish	1 quarter	1/4
Hispanic Theatre	1 quarter	1/4
Modern French Novel	1 quarter	1/4
History of French Cinema	1 quarter	1/4
Advanced French Conversation	1 quarter	1/4
French Classical Theatre	1 quarter	1/4
French West Africa	1 quarter	1/4
Latin I	Continuous progress	1
Latin II	Continuous progress	1
Grammar (Spanish or French)	Independent study	1/4
Teacher Aide (Spanish or French)	Independent Study	1/4
Individualized Reading in Spanish	Independent Study	1/4
A Survey of French Civilization	Independent Study	1/4
French Structure Drills & Reading	Independent Study	1/4



## HOMEMAKING ARTS

<u>Course</u>	<u>Length</u>	<u>Credit</u>
Consumer and Homemaking Education	4 quarters	1
Advanced Food Preparation	1 quarter	1/4
Foods From Around the World	1 quarter	1/4
Bachelor Cooking	1 quarter	1/4
Let's Give A Party	1 quarter	1/4
Dollar Sense for Teens	1 quarter	1/4
Modern Housekeeping	1 quarter	1/4
Interior Design and Home Decorating	1 quarter	1/4
Learning About Children	1 quarter	1/4
The How's and Why's of Teens	1 quarter	1/4
Clothing Management for Young Men	1 quarter	1/4
Creative Crafts	1 quarter	1/4
Leather, Suede, & Artificial Fur		
Sportswear	1 quarter	1/4
Individualized Clothing Construction	Continuous progress	up to 1

## INDUSTRIAL ARTS

<u>Course</u>	<u>Length</u>	<u>Credit</u>
The World of Construction	4 quarters	3
Drafting II	4 quarters	1
Drafting I	2 quarters	1/2
Electricity	2 quarters	1/2
Appliance Repair	2 quarters	1/2
Basic Metals	2 quarters	1/2
Plastics	2 quarters	1/2
Wood Frame Construction	2 quarters	1/2
Architectural Drawing I	2 quarters (followed by independent study)	1
Power Mechanics	2 quarters 1 quarter	1/2 1/4
Advanced Metals	1 to 4 quarters	1/4 per quarter
Engineering Drawing I	Continuous progress	Up to 1
Advanced Woods	Continuous progress	Up to 1
Woodworking III	Continuous progress	Up to 1
Basic Woods	Continuous progress	Up to 1
Engineering Drawing II	Independent Study	1
Electronics I	Independent Study	Up to 1
General Metals III	Independent Study	Up to 1
Radio and TV Theory and Servicing Residential, Commercial, and Industrial Wiring	Independent Study	3/4
Electrical Blueprint and Specifica- tion Design and Development	Independent Study	Up to 3/4
Applications of Digital Logic	Independent Study	1/4
Projects in Electricity and Electronics	Independent Study	1/4
Amateur Radio Novice License	Independent Study	1/4
General Class Amateur License	Independent Study	1/4
Instrumentation	Independent Study	1/8

Introduction to C.V.U.

No Credit

This is not a course, as such, but a series of meetings with Freshman and other new students. The purpose is to familiarize students with the philosophy, program, operation, and other pertinent information about The Champlain Valley Union High School. These meetings will be held throughout the year, but particularly in the early part of the school year. (Students should not register for this course.)

## LANGUAGE ARTS: WRITING

<u>Course</u>	<u>Length</u>	<u>Credit</u>
Creative Writing	2 quarters	1/2
Expository Writing	2 quarters	1/2
Journalism	2 quarters	1/2
Career English	2 quarters	1/2
Writing Workshop	1 quarter	1/4
The Research Paper	1 quarter	1/4
Creative Writing: Poetry	1 quarter	1/4
Grammar: A Review	1 quarter	1/4
Advanced Writing Workshop	1 quarter	1/4

## LANGUAGE ARTS: OTHER

Speech	2 quarters	1/2
Basic Communication Workshop	2 quarters	1/2
Communication Training Group	2 quarters	1/2
Film Appreciation	2 quarters	1/2
Individualized Study	2 quarters	1/2
T.V. and the Viewer	2 quarters	1/2
Theatre Arts	2 quarters	1/2
Language and Human Behavior	1 quarter	1/4
Sight and Sound - The 70's	1 quarter	1/4
Film - An Introduction	1 quarter	1/4
Developmental Reading	1 quarter	1/4

## MATHEMATICS

<u>Course</u>	<u>Length</u>	<u>Credit</u>
General Math II	4 quarters	1
Business Math	4 quarters	1
Applied Mathematics	4 quarters	1
Elementary Algebra - Part I	4 quarters	1
Elementary Algebra - Part II	4 quarters	1
Algebra I - Levels 1 & 2	4 quarters	1
Geometry - Level 1 & 2	4 quarters	1
Intermediate Algebra - Level 1 & 2	4 quarters	1
Advanced Math I	4 quarters	1
Advanced Algebra & Trigonometry	4 quarters	1
General Math I	Length as needed	Up to 1
Review Math	Length as needed	Up to 1
Algebra I- Level 1	Continuous progress	1
Geometry - Level 1	Continuous progress	1
Intermediate Algebra - Level 1	Continuous progress	1
Advanced Math I	Continuous progress	1
Advanced Math II	Independent study	1
Mathematics Seminar I	Independent study	1/2
Mathematics Seminar II	Independent study	1/2
Math Student Assistantship Program	Individual basis	1/4 to 1

## MUSIC

<u>Course</u>	<u>Length</u>	<u>Credit</u>
Creative Music (followed by)	2 quarters Independent Study	1/2 up to 1/2
Music in the Baroque	1 quarter	1/4
"Rock"	1 quarter	1/4
Electronic Music and Musique Concrete	1 quarter	1/4
Making the American Music Scene	1 quarter	1/4
Freshman Chorus	Continuous progress	1/2
Select Choir	Continuous progress	1/2
Band	Continuous progress	1/2
Intermediate and Advanced Recorder Playing	Continuous progress	1/2
Folk/Rock Workshop	Continuous progress	up to 1/2
Ensemble Groups		up to 1/2
Instrumental and Vocal Instruction	Independent study	no credit

## PHYSICAL EDUCATION

<u>Course</u>	<u>Length</u>	<u>Credit</u>
Physical Education I (required)	4 quarters	1/2
Physical Education II (required)	4 quarters	1/2
Horseback Riding	2 quarters	1/4
Bowling	1 quarter	1/6
Cross Country Skiing	1 quarter ( + plus independent study )	1/6
Gymnastics	1 quarter	1/4
Baseball	6 weeks	1/6
Flag Football	6 weeks	1/6
Field Hockey	6 weeks	1/6
Lacrosse	6 weeks	1/6
Plastic Hockey	6 weeks	1/6
Power Volleyball	6 weeks	1/6
Soccer	6 weeks	1/6
Softball	6 weeks	1/6
Speedball	6 weeks	1/6
Archery	6 weeks	1/6
Badminton	6 weeks	1/6
Cross Country Running	6 weeks	1/6
Dry Land Skiing	6 weeks	1/6
Fencing	6 weeks	1/6
Golf	6 weeks	1/6
Handball and Table Tennis	6 weeks	1/6
Paddleball	6 weeks	1/6
Tennis	6 weeks	1/6
Track & Field	6 weeks	1/6
Weight Training & Conditioning	6 weeks	1/6
Wrestling	6 weeks	1.6
Biking	3 weeks	1/12
Canoeing	3 weeks	1/12
Sailing	3 weeks	1/12
Shuffleboard	3 weeks	1/12
Folk Dance	3 weeks	1/12
Modern Dance	3 weeks	1/12
Hiking	3 weeks	1/12
Student Assistant in Physical Education	Independent study	up to 1/2
Horse Shoes	Independent study	1/12
Shoe Shoeing	Independent study	1/12
Swimming	Independent study	1/6

## SCIENCE

<u>Course</u>	<u>Length</u>	<u>Credit</u>
<u>Investigations in Science</u>		
Investigations in Science I	2 quarters	1/2
Investigations in Science II	2 quarters	1/2
<u>Earth Science</u>		
Rocks and Minerals	1 quarter	1/4
Land Forms and Map Interpretation	1 quarter	1/4
Geology of Vermont	1 quarter	1/4
Historical Geology	1 quarter	1/4
Oceanography	1 quarter	1/4
Weathering and Erosion	1 quarter	1/4
Meteorology	1 quarter	1/4
Astronomy I	1 quarter	1/4
Astronomy II	1 quarter	1/4
Climatology	1 quarter	1/4
<u>Biology</u>		
Survival of the Fittest	1 quarter	1/4
Lake Study	1 quarter	1/4
Embryology and Reproduction	1 quarter	1/4
Plant Life	1 quarter	1/4
The Functioning Animal	1 quarter	1/4
Bacteriology and Protists	1 quarter	1/4
Cell Physiology	1 quarter	1/4
Marine Biology	1 quarter	1/4
Prevention and Care of Athletic Injuries	1 quarter	1/4
Eco-politics	1 quarter	1/4
Overpopulation?	1 quarter	1/4
<u>Chemistry</u>		
Chemistry I	2 quarters	1/2
Basic Chemistry	1 quarter	1/4
Solution Chemistry	1 quarter	1/4
Chemistry in Action	1 quarter	1/4
Chemistry of Life I	1 quarter	1/4
Chemistry of Life II	1 quarter	1/4
Crystal Structure	1 quarter	1/4
Independent Study - Research in Science	Independent Study	flexible



SCIENCE  
(cont.)

<u>Course</u>	<u>Length</u>	<u>Credit</u>
<u>Physics</u>		
Systems Analysis	2 quarters	1/2
Classical Physics	2 quarters	1/2
Modern Physics	2 quarters	1/2
Introduction to Physical Science	1 quarter	1/4
Applied Physics-Information Systems	1 quarter	1/4
Applied Physics-Electrical Systems	1 quarter	1/4
Applied Physics-Transportation Systems	1 quarter	1/4
Applied Physics-Environmental Systems	1 quarter	1/4
Introduction to Computers and Computer Programming	1 quarter	1/4
Advanced Computer Programming	1 quarter	1/4
Laboratory Science	1 quarter	1/4

## SOCIAL STUDIES

<u>Course</u>	<u>Length</u>	<u>Credit</u>
<u>Social Studies I</u>		
Comparative Economic Systems	2 quarters	1/2
Comparative Political Systems	2 quarters	1/2
Decision Making	2 quarters	1/2
Historiography	1 quarter	1/4
Champlain State	1 quarter	1/4
Beginning Research in the Social Studies	1 quarter	1/4
Model City	1 quarter	1/4
Our Troubled World	1 quarter	1/4
You and the Law	1 quarter	1/4
Modern History	1 quarter	1/4
<u>Social Studies II, III and IV</u>		
The Shaping of Western Society	2 quarters	1/2
Race Relations in Two Societies	1 quarter	1/4
Current Powder Kegs	1 quarter	1/4
People of the Past through Film and Novel	1 quarter	1/4
Great Decisions	1 quarter	1/4
Geopolitics	1 quarter	1/4
<u>American History</u>		
American Historiography	1 quarter	1/4
Vital Decisions of the U.S. Supreme Court	1 quarter	1/4
U.S. Foreign Policy	1 quarter	1/4
The Depression and the New Deal	1 quarter	1/4
Individualized Readings in U.S. History	1 quarter	1/4
Cultural and Social Pluralism in America	1 quarter	1/4
American History I	1 quarter	1/4
American History II	1 quarter	1/4
American History III	1 quarter	1/4
American History IV	1 quarter	1/4
The American Frontier	1 quarter	1/4
Paleface and Injun--Myth and Reality	1 quarter	1/4
American History A-Colonial and Revolutionary Times	1 quarter	1/4
American History B-The Civil War	1 quarter	1/4
American History C-World Wars I & II	1 quarter	1/4
American History D-Modern Times	1 quarter	1/4

SOCIAL STUDIES  
(cont.)

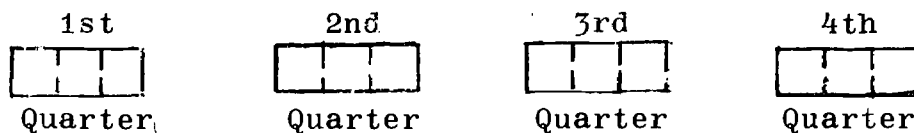
<u>Course</u>	<u>Length</u>	<u>Credit</u>
<u>Exploring the Social Sciences</u>		
Philosophy	2 quarters	1/2
Social Change	1 quarter	1/4
Social Science Research and Bibliography	1 quarter	1/4
Eco-politics	1 quarter	1/4
Who Am I?: The Search for Identity	1 quarter	1/4
Readings in Behavioral Science	1 quarter	1/4
Social Interaction	1 quarter	1/4
Rights in Conflict	1 quarter	1/4
Values in Conflict	1 quarter	1/4
Environment I: Its Use and Misuse	1 quarter	1/4
Environment II: Its Use and Misuse	1 quarter	1/4
Overpopulation?	1 quarter	1/4
The Effect of Sports Heroes on American Youth	1 quarter	1/4
The Role of Women in Society	1 quarter	1/4
Understanding Local Government	1 quarter	1/4
Humanities	1 quarter	1/4
Managing a Vermont Farm	1 quarter	1/4
Contemporary Issues	1 quarter	1/4

## VOCATIONAL - TECHNICAL EDUCATION

<u>Course</u>	<u>Length</u>	<u>Credit</u>
Agricultural Production	4 quarters (1st year)	3
	4 quarters (2nd year)	3
Building Trades I & II	4 quarters (1st year)	3
	4 quarters (2nd year)	3
Conservation, Forestry, & Outdoor Recreation	4 quarters (1st year)	3
	4 quarters (2nd year)	3
Culinary Occupations I & II	4 quarters (1st year)	3
	4 quarters (2nd year)	3
Machine Technology I & II	4 quarters (1st year)	3
	4 quarters (2nd year)	3
Printing Technology I & II	4 quarters (1st year)	3
	4 quarters (2nd year)	3
Auto Mechanics I & II	4 quarters (1st year)	3
	4 quarters (2nd year)	2½
Auto Body Repair I & II	4 quarters (1st year)	3
	4 quarters (2nd year)	2
Dental Assistant	4 quarters (1st year)	2
	4 quarters (2nd year)	2
Electrical Occupations	4 quarters (1st year)	2
	4 quarters (2nd year)	2
Electronics Technology I & II	4 quarters (1st year)	2
	4 quarters (2nd year)	2
Graphic Communications I & II	4 quarters (1st year)	2
	4 quarters (2nd year)	2
Radio and Television Repair I & II	4 quarters (1st year)	2
	4 quarters (2nd year)	2
Distribution & Marketing	4 quarters (1st year)	1
	4 quarters (2nd year)	1
Service Station Mechanics	4 quarters	3
Appliance Repair	4 quarters	2
Architectural Drafting	4 quarters	2
Basic Residential Wiring	4 quarters	2
Child Care Aide	4 quarters	2
Child Care Assistant	4 quarters	2
Clothing Specialist	4 quarters	2
Health Occupations I	4 quarters	2
Maintenance Mechanics	4 quarters	2
Medical-Dental Office Secretarial	4 quarters	2
Health Occupations II	4 quarters	1
Hospitality Service Aide	4 quarters	1

1. Courses may be offered in the following ways:

- a) With sufficient enrollment for a section within a group, the course may be offered in a traditional manner:



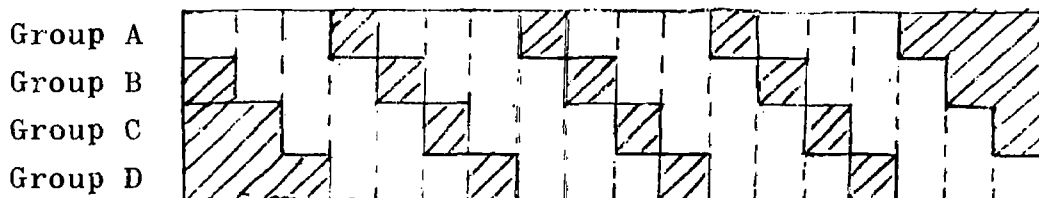
(Note: Each unit represents a 3-week period; 3 units are one quarter.)

- b) With sufficient enrollment for a section only by combining students from two groups, the course may be offered as follows:



Instructional techniques will vary depending on the objectives of the course (skill development, unit concepts, etc., and combinations of these).

- c) With sufficient enrollment for a section only by combining students from all four groups, the course may be offered as follows:



2. The teacher's ability to work in a multiple-class situation (that is, where students from two or more groups are in the same class section) is a much more advanced application of techniques for working within a class with students of different abilities and at different points of learning. The teacher's ability is enhanced by:

- a) Program developments in terms of behavioral objectives and performance criteria.
- b) Increased and more sophisticated utilization of learning materials.
- c) Additional equipment and materials which promote multiple-class instruction. (For example, a multi-channel cassette console providing wireless instruction to students at different points of learning will be essential in some areas.)

- d) Utilization of teacher aides in some class situations.
- e) Not least, the fact of an excellent faculty, knowledgeable in their subject fields, competent in teaching skills, alert to new developments, and keenly interested in their students' learning.

## SCHEDULING PROCESS

## SCHEDULING

### A. Master Scheduling Techniques For 45-15

1. We chose the Westinghouse Learning Corporation at 235 Wyman Street, Waltham, Mass. 02154 to give us our computer runs because the director, Eugene M. Hayes, assured us that he saw no difficulty in maintaining the integrity of the master schedule. It is essentially a house plan which he can address himself to. (For scheduling purposes, the term "house" has been used in place of "group".)
2. Our pupil course requests were returned to us by house so that we had four separate conflict matrices.
3. We identified our singletons, doubletons, tripletons and multiple sections and constructed our 16-module matrix for the daily schedule.
4. At this juncture, a system must make a choice about the degree of sophistication it will incorporate in course offerings. The simplest method is to offer an equal number of sections of a course in each house. In essence this is four master schedules. Smaller schools may not have that option because teacher cost could become prohibitive. We settled on the following:
  - a. A-B-C-D (continuous progress)
  - b. A (house A)
  - c. A-B (house A and B)
  - d. B (house B)



- e. B-C (house B and C)
  - f. C (house C)
  - g. C-D (house C and D)
  - h. D (house D)
  - i. One could also use the houses in multiples of three, B-C-D, for example, if house enrollment warranted it.
  - j. Combining courses (FR IV-V)
5. Resolving the conflict matrices was a long task. It worked best when five people were involved in the operation. We stationed a person with one of the four matrices at a wall, while a person recorded the results on a form at which time conflicts were resolved and the module and house for a particular course or section were arrived at. This information was placed on a blackboard and a duplicate made for safekeeping. At this time we tried to color code the length of courses, but it would have been to our advantage to adopt earlier the WLC code of numbers 01 to 7. (1-1st semester, 2-2nd semester, 3-year round, 4-1st quarter, 5-2nd quarter, etc.).
6. We found it difficult to visualize "45-15" as an entity and so we developed forms to keep us graphically abreast of what we were doing. The exhibits in our brochure illustrate this.
7. The remainder of the scheduling was the same as an ordinary one. It is a question of assigning sections to rooms. Added room availability became readily apparent and it was relatively easy task to complete

this. We could have been more efficient by assigning 4 groups to 3 rooms and cycling them so that we could have had 100 per cent occupancy at all time, had the need arisen. We estimate it took 600 man hours to fabricate the master schedule.

CVUHS

## COURSE ENROLLMENTS FOR 1971-72

4/26/71

Course # & Title	Wks	Registration				Total	Sections Scheduled
		A	B	C	D		
011 Wrtg Wrkshp L1-2	9	62	60	87	90	299	
012 Wrtg Wrkshp L3-4	9	41	34	40	50	165	
013 Speech L1-2	18	12	9	8	15	44	A-B, C-D
014 Speech L3-4	18	3	1	5	7	16	A-B-C-D
015 Myth Lit L1-2	9	15	12	22	24	73	A-B, C, D
016 Man In Cflt L3-4	9	8	9	8	8	33	A-B, C-D
017 Indiv Read L3-4	9	33	33	34	37	137	
018 Ptry & Lan L1-2	18	5	5	7	4	21	C only
019 Snds of Sev L3-4	18	24	14	22	20	80	
020 Ldmk Eng Nv L1-2	18	6	7	10	13	36	A-B, C-D
021 Myth Dif Cu L3-4	9	6	3	6	7	22	A-B-C-D
022 Comm Wrkshp L3-4	18	4	7	6	10	27	A-B-C-D
023 Bas Comm L3-4	18	4	5	4	3	16	A-B-C-D
024 Rsrch Paper L1-2	9	13	22	26	28	89	
025 The Drama L1-2	18	6	7	16	12	41	A-B, C, D
026 Shkp & En C L1-2	18	6	4	10	6	26	C-D only
027 Adol In Lit L1-2	18	19	18	33	34	104	
028 Film Intro L1-2	9	16	18	26	16	76	
029 Lit Into Fm L1-4	18	20	17	16	28	81	
030 Dev Read L1-4	9	40	35	40	28	143	
031 Ind Read L1-4	18	51	34	51	28	164	
032 Crtv Wrtg L1-3	18	20	18	24	19	81	
033 Port of Art L1	18	4	3	3	2	12	Drop
034 Pop Clt Std L3-4	18	8	5	10	4	27	A-B-C-D
035 Land Am Nvls L1	18	11	15	12	5	43	A-B, C-D
036 Shkp Trgdy L1	18	10	9	9	6	34	A-B, C-D
037 Shrt Story L3-4	18	14	14	20	12	60	A-B-C-D
038 Pop Novels L3-4	18	26	14	27	14	81	
039 Lives L1-3	18	9	10	5	3	27	A-B only
040 Exp Writ L1-2	18	7	15	9	5	36	A-B, C-D
041 Cont Read L1-2	18	5	7	4	5	21	A-B-C-D
042 Rel Lit L1-2	18	7	9	2	1	19	A-B-C-D
043 Inner Vis L1-2	18	18	11	10	7	46	A-B, C-D
044 Lg Vw SS L1-2	18	5	3	7	4	19	A-B, C-D
045 Car Eng L1-4	18	15	10	14	7	46	A-B, C-D
046 Sup Lit L2-3	18	23	21	25	13	82	
047 Ind Study	18	3	2	--	--	5	Drop
048 Shakespeare L2-3	18	4	2	3	1	10	Drop
049 F'lm Appr L1-2	18	21	16	22	11	70	A-B, C-D
050 Comm Trng G L1-4	18	8	6	3	1	18	Drop
051 Mdn Am Nvls L1	18	9	7	7	8	31	A-B, C-D
052 Afro-Am Lit L1-3	18	8	9	11	7	35	A-B, C-D
053 Utopia L1-2	18	10	11	11	6	38	A-B, C-D
054 Ptry of Rel L1-2	18	15	7	5	--	27	A-B-C-D
055 Appr Teaching	9	5	6	4	1	16	Teacher schedules

CVUHS

## COURSE ENROLLMENTS FOR 1971-72

Course # & Title	Wks	Registration				Total	Sections Scheduled
		A	B	C	D		
111 Political S L1-2	18	11	12	21	31	75	A-B, C, D
112 Economic Sy L1-2	18	12	13	23	31	79	A-B, C, D
113 Dec Making L3-4	18	9	10	9	5	33	A-B, C-D
114 Model Gov L3-4	18	15	18	19	18	70	
121 Western Soc L1-2	18	19	22	30	23	94	
122 Four Soc L1-2	18	17	21	29	24	91	
124 Great Dec L3-4	18	9	4	10	11	34	A-B, C-D
131 US Form Yrs L1	18	21	21	18	30	90	
132 US Form Yrs L2	18	22	24	26	24	96	
133 US Form Yrs L3	18	18	10	11	15	54	
134 US 20th Cen L1	18	22	21	17	29	89	
135 US 20th Cen L2	18	22	24	25	24	95	
136 US 20th Cen L3	18	18	10	11	14	53	
141 Mdrn History	36	11	12	18	--	41	
123 Geopolitics L3-4	18	3	--	3	4	10	Drop
142 Senior Seminar	18	2	1	1	1	5	Drop
143 Modern Problems	18	37	24	25	5	91	A, A, B, C-D
144 Intr Beh Sci	18	40	23	28	12	103	
145 Philosophy	18	16	11	12	--	39	A-B-C
211 Gen Math I	36	7	5	4	10	26	A-B-C-D (3 teachers)
212 Gen Math II	36	14	12	8	12	46	Combine with 211
213 Gen Math III	36	3	1	6	7	17	A-B-C-D
221 Alg I L1	36	2	5	7	7	21	A-B-C-D
222 Alg I L2	36	13	13	22	20	68	
223 Alg I L3	36	23	14	17	23	77	
231 Geometry L1	36	9	11	14	10	44	Combine with 221
232-33 Geom L2 Lg-Sem	36	19	21	31	24	95	(3 teachers)
234-35 Geom L3 Lg-Sem	36	18	4	17	17	56	Combine Lg with 232
241 Inter Alg L1	36	12	9	12	14	47	Combine with 221
242 Inter Alg L2	36	18	27	16	28	89	
243 Inter Alg L3	36	6	4	11	6	27	A-B, C-D
251 Adv Math I L1	36	17	16	11	5	49	Combine with 221
252 Adv Math I L2	36	14	9	16	--	39	A-B, C
253 Adv Math I L3	36	7	6	5	--	18	A, B-C
255 Adv Math II	36	2	1	1	--	4	A-B-C-D
261 Math Seminar I	18	2	4	1	--	7	A-B-C-D
262 Math Seminar II	18	1	4	1	--	6	A-B-C-D
271 Review Math	36	3	7	11	1	22	A-B, C-D
311 Earth Sci L1	36	8	13	25	24	70	
312 Earth Sci L2	36	17	11	17	15	60	Combine with 311
313 Earth Sci L3	36	18	15	14	19	66	Combine with 311
314 Invest In Sci L4	36	12	12	7	10	41	
321 Biology L1	36	12	11	21	10	54	
322 Biology L2	36	15	14	13	23	65	Combine with 321
323 Biology L3	36	15	10	17	23	65	Combine with 321
324 Biology L4	36	1	3	4	6	14	Combine with 314

CVUHS

## COURSE ENROLLMENTS FOR 1971-72

Course # & Title	Wks	Registration				Total	Sections Scheduled
		A	B	C	D		
331 Chemistry L1	36	10	8	7	14	39	A-B, C-D
332 Chemistry L2	36	19	20	19	17	75	
333 Chemistry L3	36	10	6	8	7	31	A-B-C-D
341 Physics L1	36	7	5	6	--	18	
342 Physics L2	36	9	9	9	--	27	Combine with 341
343 Physics L3	36	8	5	5	--	18	A-B-C
344 Topics in Phy	36	--	--	1	--	1	Drop
411 French I	36	5	15	21	17	58	A-B, C, D
412 French II	36	12	20	13	20	65	
413 French II Sp	36	4	4	4	8	20	Combine with 412
414 French III	36	22	16	18	22	78	
415 French IV	36	14	15	10	8	47	A-B-C-D
416 French V	36	--	3	2	--	5	Combine with 415
421 Spanish I	36	19	16	30	23	88	
422 Spanish II	36	15	12	16	17	60	A-B, B-C, D
423 Spanish III	36	7	8	8	7	30	A-B-C-D
424 Spanish IV	36	4	3	1	1	9	Combine with 423
431 Latin I	36	3	6	2	7	18	A-B-C-D
432 Latin II	36	8	2	6	2	18	A-B-C-D
433 Latin III	36	4	3	--	4	11	A-B-C-D
434 Latin IV	36	--	2	2	--	4	Combine with 433
511 Gen Bus Ed	36	12	7	7	14	40	A-B, C-D
512 Bus Math	36	2	4	4	6	16	A-B-C-D
521 Typing I	36	8	11	13	22	54	A-B-C-D
522 Typing II	36	10	8	12	6	36	A-B-C-D
523 Personal Typing	18	37	49	47	42	175	
531 Notehand	18	6	4	8	8	26	A-B-C-D
532 Shorthand I	36	8	7	12	4	31	A-B-C-D
533-34 Shorthand II Sec Off Procd	36	7	3	2	--	12	A-B-C-D
535 Cler Off Procd	36	3	3	4	--	10	A-B-C
541 Econ Ed L1	36	10	8	7	1	26	A-B-C-D
542 Econ Ed L2	36	2	7	6	5	20	A-B-C-D
551 Recordkeeping	36	3	4	1	2	10	A-B-C-D
552 Bookkeeping I	36	14	7	13	6	40	A-B, C-D
553 Bookkeeping II	36	5	3	4	--	12	A-B-C
611 Fine Arts I	36	29	26	29	30	114	A-B-C-D
612 Fine Arts II	36	13	9	18	15	55	A-B-C-D
613 Fine Arts III	36	7	4	6	1	18	A-B-C-D
614 Fine Arts IV	36	2	2	3	--	7	Teacher schedules
621 Homemaking I	36	20	6	13	15	54	A, B-C, D
622 Child Care	18	5	4	6	8	23	A-B, C-D
623 Spec Home Econ	36	2	--	1	--	3	Combine with 621
624 Nutrition/Food	18	5	5	5	6	21	A-B-C-D
625 Adv Cloth Con	18	3	2	4	2	11	A-B-C-D
lat Pattern Dn	18	3	--	2	4	9	A-B-C-D

CVUHS

## COURSE ENROLLMENTS FOR 1971-72

Course # & Title	Wks	Registration				Total	Sections Scheduled
		A	B	C	D		
627 Int Dsgn/Hsng	18	2	3	1	3	9	A-B-C-D
628 Home/Management	18	1	--	2	1	4	Drop
629 Tailoring	18	3	--	2	5	10	A-B-C-D
631 Woodworking I	18	24	25	26	23	98	A-B, C-D
632 Woodworking II	36	13	10	8	6	37	A-B-C-D
633-34 Woodworking III	36	3	--	3	1	7	Teacher schedules
641 Metals I	18	12	21	11	11	55	A, B, B-C, D
642 Metals II	36	4	3	9	10	26	A-B-C-D
643-44 Metals III	36	3	1	3	2	9	Teacher schedules
645 Power Mechanics	18	19	27	18	21	85	
651 Electricity	18	5	7	5	5	22	A-B, C-D
652 Res/Comm Wiring	18	4	3	7	8	22	A-B, C-D
653 Vac/Tube Elect	36	1	1	1	5	8	A-B-C-D
654 Transistor Elec	36	2	3	4	--	9	Combine with 653
661 Mech Drwg I	18	10	8	10	9	37	
662 Mech Drwg II	36	4	1	3	3	11	
663 Engr Drwg I	18	5	6	8	7	26	Combine with 661
664 Engr Drwg II	36	4	2	4	3	13	Combine with 662
665 Engr Drwg III	36	7	1	1	2	11	Combine with 662
671 Band	36	11	25	20	14	70	A-B-C-D
672 Chorus	36	13	7	12	12	44	A-B-C-D
673-74 Music I & II	36	6	3	4	2	15	A-B-C-D
711 Phy Ed (B) 9-10	36	52	53	59	69	233	
712 Phy Ed (B) 11-12	36	37	34	35	30	136	
721 Phy Ed (G) 9-10	36	52	40	65	68	225	
722 Phy Ed (G) 11-12	36	48	30	46	23	147	
731 Driver Ed S1	18	52	52	60	56	220	
732 Driver Ed S2	18	18	6	13	19	56	
811 Vocatnl Ed I	36	10	13	9	7	39	(C-C-B-A)
812 Vocatnl Ed II	36	1	--	13	--	14	(C-C-B-A)
912 DUO	36	10	7	9	3	29	DUO committee schedules

	A-B-C-D	A	A-B	B	B-C	C	C-D	D
1 & 2	022-F 551 261 672 262 811 271 812 431	311 011-4 017-4 712 722	040 043 141 243 422	661-63 641 645F 011-5 012-6	242	411 321 114F	043	133-136 411 321 913 914
3 & 4	034 553 041 812 662 523F 211-212 255	028-2 038-F 412 144	036 052	143S 222 913 017-6 914	731	132-35 222 223	045 052	114 414 011-4 012-7
5 & 6	433-434 811 611 812 037S	029-F 222 414 030-4 133-136	015-S 016F 020-F 652 341	028S 046 114S 311 311	321 711 721 242	032-F 131-34 645 011-4	141 652	032 222 223 121-22
7 & 8	512 535 611 653-654	027-F 022-F 114S 132-35 131-34	423-434 511 631S	027F 024F 131-34 421	712 722 732	029 311 311 321	020S 631F 04912 04912	024F 028 038-S 030-4
9 & 10	432 613 673-674 811 812	223 011-6 721 (ACD) 012-5	045F 051F 053S 111-112	019F 038-F 121-22	422	144F 111-112	051 143-S	046 012-7 412 030-4
11 & 12	531-S 532 664-65 811 712 812 523S,F 221-31-41-51	253 634 913 914 017-4	242	412 011-4 012-7	422	252 024	511	641 311 011-6 111-112
13 & 14	014 811 054 812 541 521 622 611 523F 523S	311 321 421 121-22	033 124 411 552 651	132-35 223 414 017-6		015 038 046 011-4	036 631S 027F 124 243 651	015 645F 311 131-34 019-4
15 & 16	023F 811 145S 612-13 213 521 542 415	024 641 242 645	013 025 035-F 113	029F 032S 144F 321	133-136 030-6	019 412 414	013 026 035-S	025 029 132-35 421

Appendix A

(Teacher 030)

9 Week Course

(Flow Chart)

017

	(4)	(5)	(6)
A	017 - 017		
B			017-017 (2 sects)
C		017-017 (2 sects)	
D	017-017 (2 sects)		

(7)

A							
B			NONE				
C							
D							

030

	(4)	(5)	(6)
A	030-030 (2 sects)		
B			030-030 (2 sects)
C		030-030 (3 sects)	
D	030-030-030		

(7)

A							
B			NONE				
C							
D							

Teacher Load Factor =  $2 \frac{3}{4}$

Quarter for individualized Remedial and Developmental work.

(7th Quarter)



TEACHER SCHEDULE

(Teacher 030)

(See Appendix A & B)

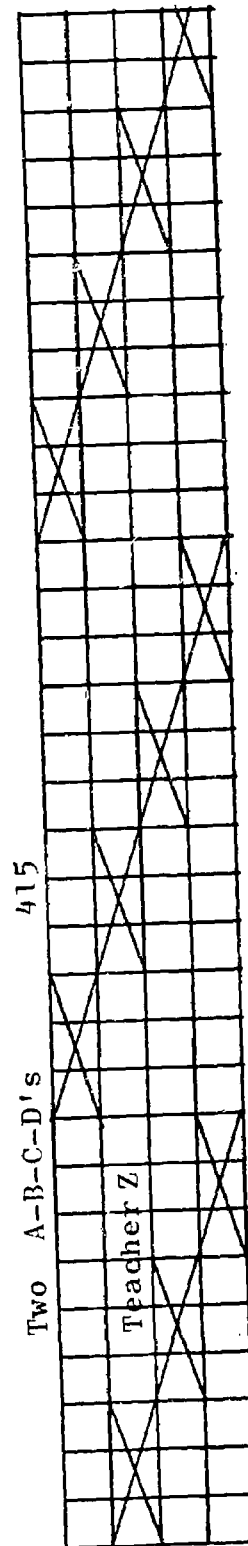
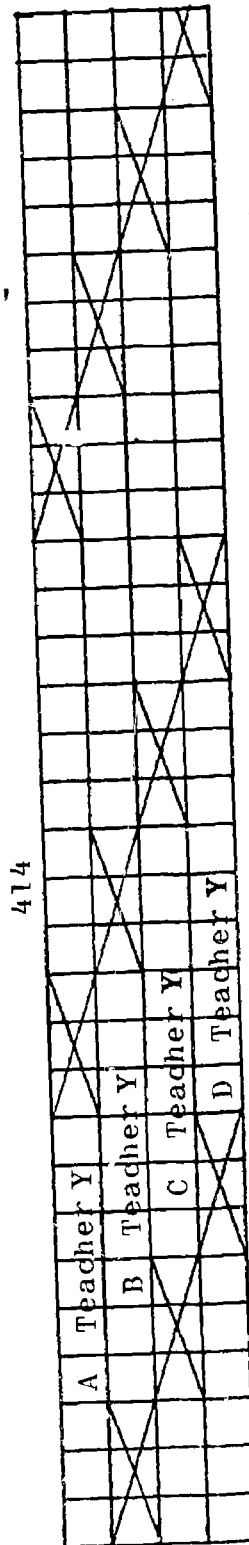
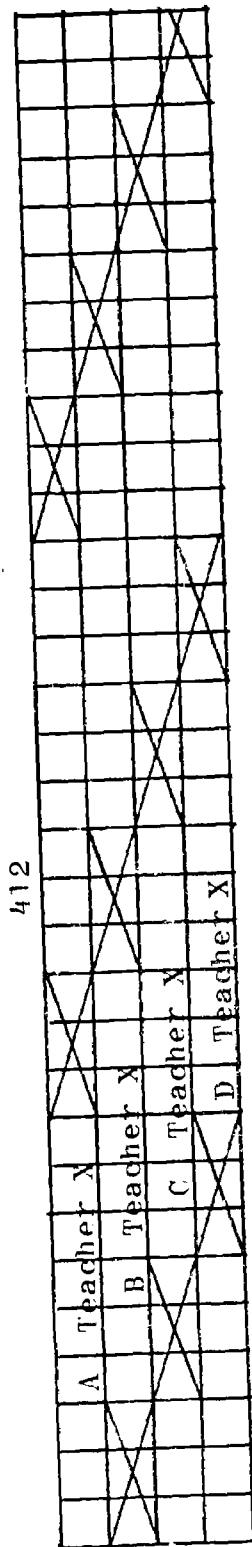
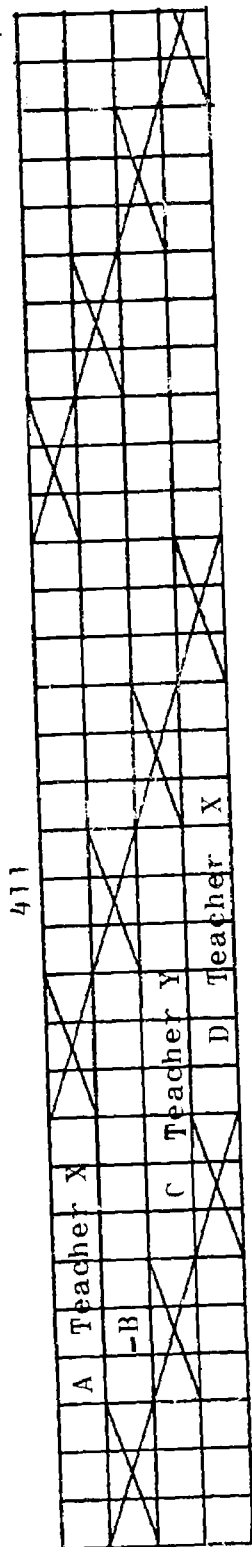
Mod.	Day 1	Day 2	Day 3	Day 4	Day 5
1-2	224   224 017   017 A(4)   C(5)	017   017 A(4)   C(5)	017   017 A(4)   C(5)	017   017 A(4)   C(5)	- - - - -
3-4	224   017   D(4)   - - - - 224   017   B(6)	017   D(4)   - - - - 017   B(6)	017   D(4)   - - - - 017   B(6)	017   D(4)   - - - - 017   B(6)	- - - - -
5-6	- - - - -	224   224 030   030 A(4)   C(5)	030   030 A(4)   C(5)	030   030 A(4)   C(5)	030   030 A(4)   C(5)
7-8	224   030   D(4)   - - - - 224   030   B(6)	030   D(4)   - - - - 030   B(6)	030   D(4)   - - - - 030   B(6)	030   D(4)   - - - - 030   B(6)	- - - - -
9-10	224   224 030A(4)   030 030D(4)   C(5)	- - - - -	030A(4)   030 030D(4)   C(5)	030A(4)   030 030D(4)   C(5)	030A(4)   030 030D(4)   C(5)
11-12	224   224 017   017 A(4)   C(5)	017   017 A(4)   C(5)	- - - - - 017   C(5)	017   017 A(4)   C(5)	017   A(4)   - - - -
13-14	- - - - -	224   017   D(4)   - - - - 224   017   B(6)	017   D(4)   - - - - 017   B(6)	017   D(4)   - - - - 017   B(6)	017   D(4)   - - - - 017   B(6)
	224   030   D(4)   - - - - 224   030   B(6)	- - - - -	030   D(4)   - - - - 030   B(6)	030   D(4)   - - - - 030   B(6)	030   D(4)   - - - - 030   B(6)

## Appendix B

(Teacher 030)

A House		D House		C House		B House	
<u>Mod.</u>	<u>Course</u>	<u>Mod.</u>	<u>Course</u>	<u>Mod.</u>	<u>Course</u>	<u>Mod.</u>	<u>Course</u>
1-2	017(4)	1-2	--	1-2	017(5)	1-2	--
3-4	--	3-4	017(4)	3-4	--	3-4	017(4)
5-6	030(4)	5-6	--	5-6	030(5)	5-6	--
7-8	--	7-8	030(4)	7-8	--	7-8	030(6)
9-10	030(4)	9-10	030(4)	9-10	030(5)	9-10	--
11-12	017(4)	11-12	--	11-12	017(5)	11-12	--
13-14	--	13-14	017(4)	13-14	--	13-14	--
15-16	--	15-16	030(4)	15-16	--	15-16	030(6)

COURSE FLOW CHART (Sequentially for each Dept.)



- 411 - 1 Section A-B, 1 C, 1 D
- 412 - 4 Sections, 1 in each house.
- 414 - Same as 412
- 415 - 2 Continuous Progress (FR IV&V combined)

ROOM UTILIZATION MODEL

Part I  
(Flow Chart)

Rdom 101																			
Rdom 102																			
Rdom 103																			

C House																			
D House																			
A House																			

4 Groups Assigned to 3 Rooms  
(25% Fewer Pupils, 33% More Room)

## ROOM UTILIZATION MODEL

## Part II

House	Room	Course #	
A	101	233	
B	102	234	(ABC)
C	103	235	
D	101	236	
A	102	233	
B	103	234	
C	101	235	(BCD)
D	102	236	
A	103	233	
B	101	234	
C	102	235	
D	103	236	(CDA)
A	101	233	
B	102	234	(DAB)
C	103	235	
D	101	236	

**CVUHS**

# TEACHER ASSIGNMENTS

## BUSINESS EDUCATION DEPARTMENT

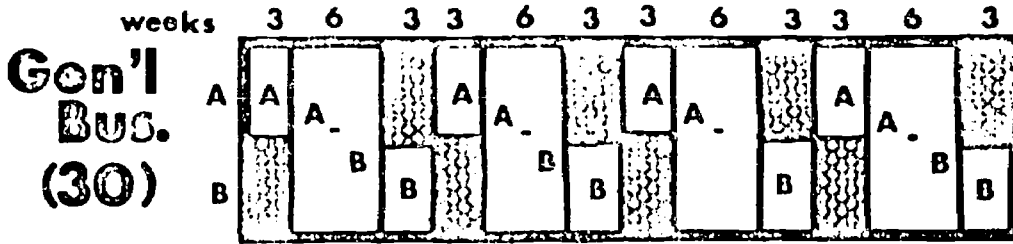
Instructor	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16
Robarge	Steno 2 218-220 (ABCD)	Sec. Off. Proc. 218-220 (ABCD)	(fall) Steno 1 220 (B)	(fall) Steno 1 220 (D) (sp.) Per. Typing 222			Typing 1 222 (A)	Typing 2 222 (B)
Berrill	BKPG 1 224 (A+B)		Gen'l Bus 219 (C+D)		BKPG 1 218 (C+D)	Ec. Ed. 1 219 (A+B)	BKPG 2 218 (ABCD)	
Jones			(fall) Steno 1 220 (A) (sp) A+B	(fall) Steno 1 218 (C) (sp) C+D				
Matzsimon	Notehand (fall) A+B	Typing 2 222 ABCD	Notehand 224 (spring) C+D	Pers. Typ 220 (B)	Cler Off Proc 220 (ABCD)	Typing 2 222 (ABCD)		(fall) Pers Typ. 220 (A)
Burbank	(fall) Per. Typ. 220 (C)	Gen'l Bus 224 (A+B)	Typing 1 222 (C)		Typing 1 222 (D)	Spring Per. Typ 220 (A)	Fall Per. Typ 220 (C)	Bus Math 224 (ABCD)
Hard	Econ Ed 1 219 (C+D)	Econ Ed 2 219 (A+B)		Econ Ed 2 219 (C+D)		Bus Math 218 (ABCD)	Recordkp. 219 (ABCD)	

# SELECTIONS: Fall 29  
Spring 27

### ROOM UTILIZATION

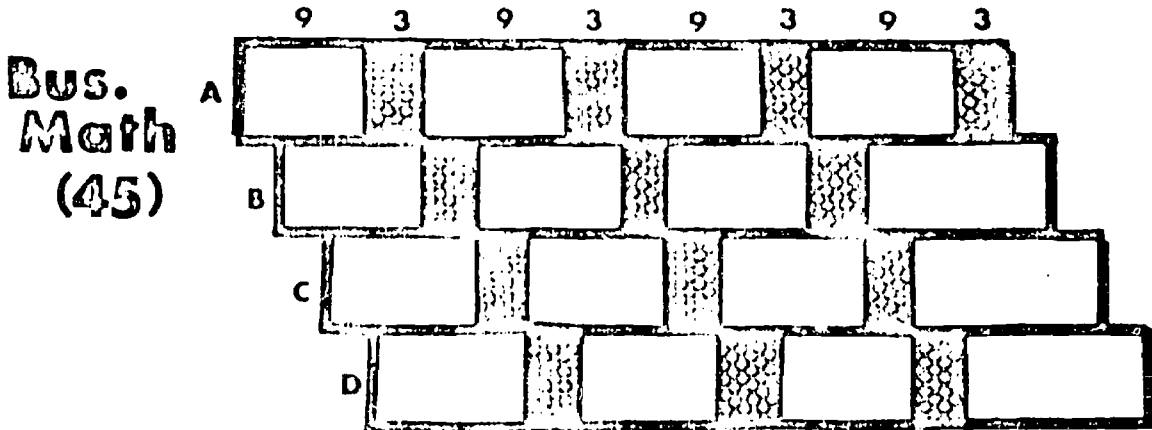
218	X	X	X	X	X	X	X	
219	X	X	X	X		X	X	X
220	X	X	X	X	X	X	X	X
222	X	X	X	X	X	X	X	X
224	X	X	X					
Other	X							

# Business Education Dept. 45-15 Scheduling for 1971-72



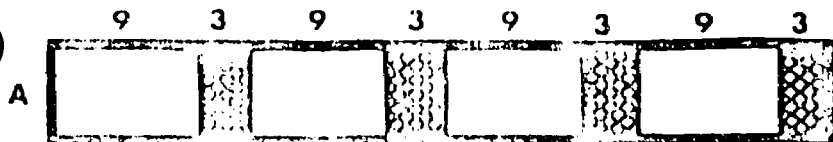
C&D same as A&B

TWO SECTIONS



TWO SECTIONS (ABCD)

Typing I  
(75-80)

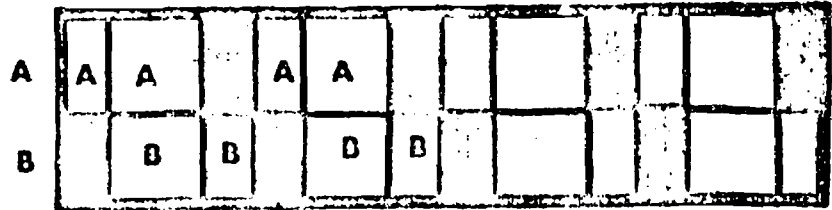


BCD same as Group A

FOUR SECTIONS

**CVUMS**

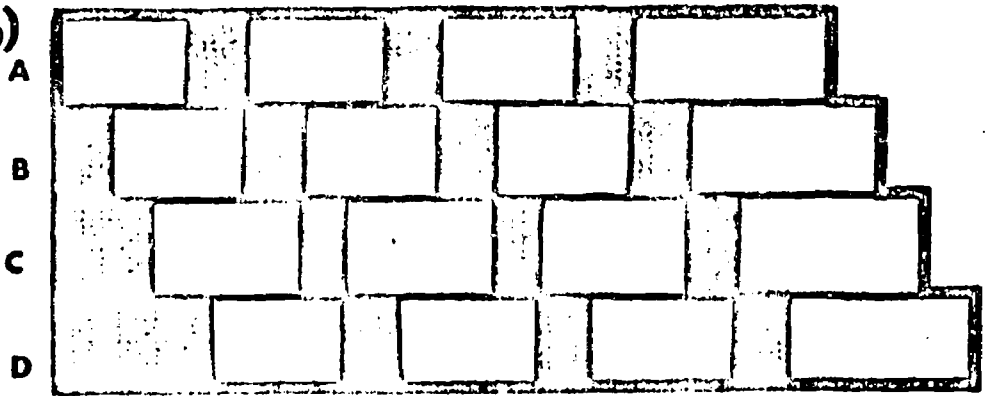
**Bookkeeping I**  
(50)



C - D same as A - B

**Bookkeeping II**

(16)



1 Section

**Recordkeeping**

(25)

Same as Dkpg.II

1 or 2 Sections

**Stone I**

(35)



C - D same as A - B

1<sup>st</sup> sem. A 218 (5-6)  
B 220 (5-6)  
C 218 (7-8)  
D 220 (7-8)

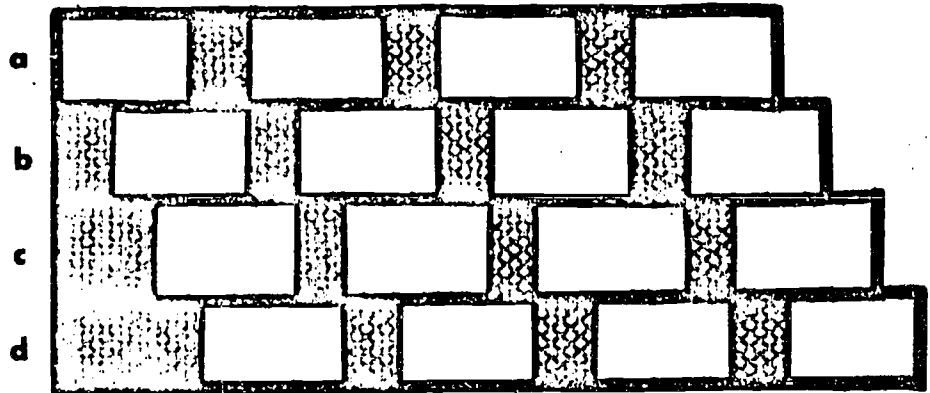
4 channel lab  
in 218

2<sup>nd</sup> sem. ab,cd combine



**Steno II**  
**16**

**CVUHS**



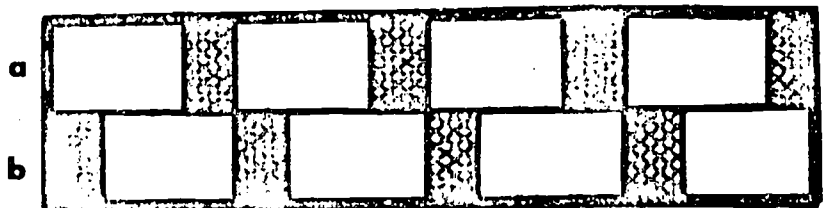
**Soc.**  
**Procedures**  
**16**

Same as Steno II  
(indiv.)

**Clor.**  
**Procedures**  
**16**

Same as Steno II

**Econ. Ed. LI**  
**30-35**



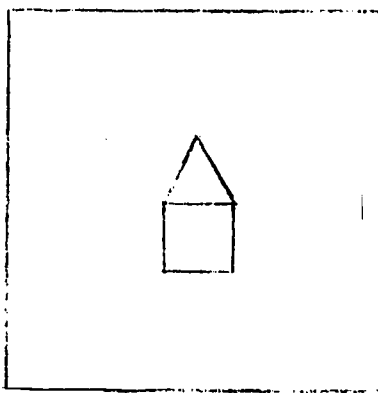
c,d same as a,b

**Econ. Ed. LII**  
**30-35**

Same as Econ. Ed.

STUDENT TRANSPORTATION - HAYWARD

School district:  
(Elementary)

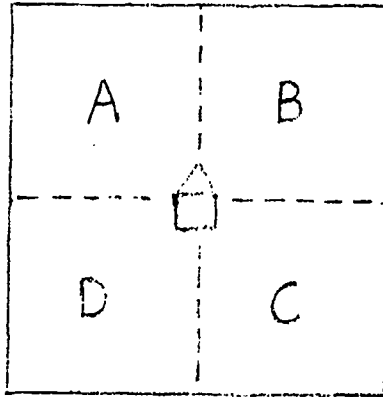


All students in same group

Transportation as with traditional school year

STUDENT TRANSPORTATION - VALLEY VIEW

School district:  
(Elementary)

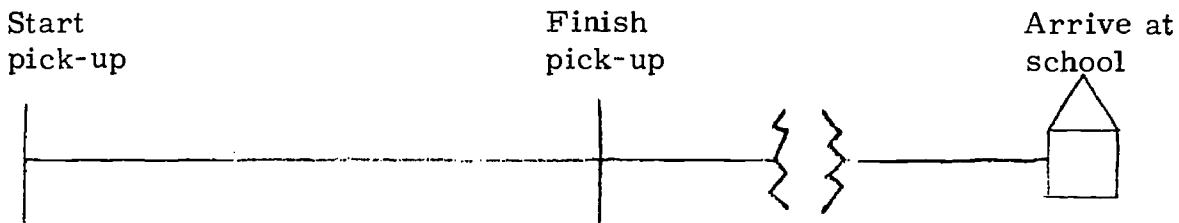


Students are grouped by neighborhood

STUDENT TRANSPORTATION - CVUHS

(Secondary)

Bus Route:



Number of students on a bus route =  $4/3$  of a busload

Example: If bus capacity is 60 students, then establish bus route of 80 students, with 20 students initially assigned to each of the four groups, A, B, C, D.

Grouping does not take into account:

- residence or neighborhood
- grade level
- courses elected
- sex
- friends
- alphabet (last names)

## MULTIPLE ACCESS SCHEDULING

## CALENDAR SELECTION

- 1) Each student must be involved in "directed learning experiences" for 175 days in each academic year, as at present.  
Note: "Directed learning experiences" means all courses offered at C.V.U., including DUO, independent study and the like.  
Note: The 1972-73 academic school year begins September 5, 1972 and ends August 10, 1973.  
Note: Do not confuse academic and fiscal school years. The fiscal year begins July 1 and ends June 30.
- 2) The structure of 9-week quarters, as at present, will be maintained.
- 3) Eleven quarters constitute the 1972-73 academic year. Normally, four quarters not overlapping will be elected for the academic year. Five quarters (not overlapping) may be elected.
- 4) The dates of the eleven quarters are:
  1. September 5 - November 8 \*\*
  2. November 9 - January 19 \*\*
  3. November 27 - February 2
  4. January 3 - February 16
  5. January 22 - March 23
  6. February 5 - April 6 \*\*
  7. February 20 - April 20
  8. March 26 - June 1
  9. April 9 - June 15 \*\*
  10. April 30 - June 29
  11. May 29 - August 10

\*\* denote traditional school year quarters

Independent study and Duo programs may occur within or between quarters.

### Vacations Holidays & Faculty In-service Days (No Classes)

October 23  
November 22 p.m., 23, 24  
December 25 - January 2  
February 19  
February 20 - 23  
April 20 p.m., 23 - 27  
May 28  
July 2 - 20

ESTABLISHING THE COURSE CATALOG

(Same as for 45-15)

(See Course Offerings)

**CHAMPLAIN VALLEY UNION HIGH SCHOOL**  
Hinesburg, Vermont

<b>NAME</b> _____	<b>Sex</b> _____	<b>School Code</b> <u>C-2</u>	<b>Pupil No.</b> _____				
<b>Yr. of Grad.</b> _____	<b>Counselor</b> _____	<b>H or F</b> H _____ F _____	<b>Calendar</b> <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>				

011 Adol in Lit	057 Speech	151 Rights in Conflict
013 Adol in Lit	059 Speech	152 Values in Conflict
015 Myth. Lit.	061 Speech	153 Environment I
017 Myth. Lit.	063 Speech	154 Environment II
019 Ptry.&Lang.	065 Basic Com. Workshop	155 Overpopulation?
021 Ptry & Lang.	067 Basic Com. Workshop	156 Eft.of Spts.Hero Amer.Yth.
023 Ldmk Eng. Nv	086 Com. Training Group	157 Role of Wom. in Soc.
025 Ldmk Eng. Nv	087 Com. Training Group	122 Undstndng Local Gov.
027 Drama	088 Film Appreciation	124 Humanities
029 Drama	089 Film Appreciation	126 Managing a Vt. Farm
031 Shkp & Eng. Com	090 Individualized Study	128 Contemporary Issues
033 Shkp & Eng. Com	091 Individualized Study	
035 No, But I Saw the Movie	092 T.V. and the Viewer	201 Gen. Math I
037 No, But I Saw the Movie	093 T.V. and the Viewer	203 Gen. Math I
039 Minorities U.S.A.	094 Theatre Arts	205 Gen. Math I
041 Minorities U.S.A.	095 Theatre Arts	207 Gen. Math I
043 From the Newsstand	096 Lang. & Human Behavior	202 Gen. Math II
045 Man in Conflict	097 Sight & Sound - The 70's	204 Gen. Math II
047 This Land is Your Land	098 Film - An Introduction	206 Gen. Math II
049 Myths of Diff. Cultures	099 Developmental Reading	208 Gen. Math II
051 Individualized Reading		209 Applied Math
012 Shkp & Eng. Com	101 Com. Economic Systems	211 Applied Math
014 Shkp & Eng. Com	103 Com. Economic Systems	213 Applied Math
016 Portrait of the Artist	105 Com. Political Systems	215 Applied Math
018 Portrait of the Artist	107 Com. Political Systems	210 Alg. I L1 Con.Prog.
020 Long View of Short Story	109 Decision Making	212 Alg. I L1 Con.Prog.
022 Long View of Short Story	111 Decision Making	214 Alg. I L1 Con. Prog.
024 Landmark American Novels	113 Historiography	216 Alg. I L1 Con.Prog.
026 Landmark American Novels	115 Champlain State	217 Alg. I L1 Trad.
028 Shakespearean Tragedy	117 Begin.Res. in Soc.Stud.	219 Alg. I L1 Trad.
030 Shakespearean Tragedy	119 Model City	221 Alg. I L1 Trad.
032 Inner Vision	121 Our Troubled World	223 Alg. I L1 Trad.
034 Inner Vision	123 You and the Law	218 Alg. I L2
036 Contemporary Readings	125 Modern History	220 Alg. I L2
038 Contemporary Readings		222 Alg. I L2
040 The Lives of Others	130 The Shaping of West.Soc.	224 Alg. I L2
042 The Lives of Others	131 The Shaping of West.Soc.	225 Elem. Alg. Part I
044 Modern American Novels	127 Race Rel. in Two Soc.	227 Elem. Alg. Part I
046 Modern American Novels	129 Current Powder Kegs	229 Elem. Alg. Part I
048 Afro-American Lit.	132 Peop.Past Thru Film & Nv.	231 Elem. Alg. Part I
050 Afro-American Lit.	102 Great Decisions	226 Elem. Alg. Part II
052 Supernatural Lit.	104 Great Decisions	228 Elem. Alg. Part II
054 Supernatural Lit.	106 Geopolitics	230 Elem. Alg. Part II
056 Short Story	108 Geopolitics	232 Elem. Alg. Part II
058 Short Story		
060 Popular Paperback Novels	133 Amer. Historiography	233 Geom. L1 Con. Prog.
062 Popular Paperback Novels	134 Vit.Dec.of US Sup.Court	235 Geom. L1 Con. Prog.
064 Utopia	135 US Foreign Policy	237 Geom. L1 Con. Prog.
066 Utopia	136 Depress. & Now Deal	239 Geom. L1 Con. Prog.
068 Poetry of Relevance	137 Ind.Read. in US Hist.	234 Geom. L1 Trad.
069 Poetry of Relevance	138 Cul.& Soc.Plurasm. in Amer.	236 Geom. L1 Trad.
070 From the Newsstand	139 American History	238 Geom. L1 Trad.
0 Individualized Reading	140 American History II	240 Geom. L1 Trad.
0 Humanities	141 American History III	241 Geom. L2 Lrg. Group
0 The Rel. Dim. of 20th Cen. Lit	142 American History IV	243 Geom. L2 Lrg. Group



## SCHEDULING PROCESS

### SCHEDULING MULTIPLE ACCESS

The multiple access design is a natural evolution of the 45-15 concept. As has been stated elsewhere, its distinct advantage over the former is its obvious flexibility. Using Form A, CVU/72, as an algorithm, we completed the master schedule without referring to wall charts or other elaborate processes. Two individuals created the master schedule in about 12 days and assigned courses to rooms in a day and a half. This was enhanced by our use of quarter and multiple entry courses discussed elsewhere.

The concept is effective as long as Form A is used jointly for course assignment and teacher assignment. It is simply a clerical procedure. Its distinct advantage over other more elaborate procedures is the intimate availability of course and teacher requirements before you at all times.

## MULTIPLE ACCESS TO COURSES

The multiple access curriculum can't truly function unless it can have a bank of quarter courses surrounding it. At this time we see no other way in this system to create a flexible schedule on a year round basis.

In addition to the opportunities it creates for scheduling flexibility, the concept also addresses itself to the following:

1. Recognition of the short-term goal orientation of children in our society.
2. A quick re-entry into courses after illness or other absence school, without disruption of the instructional process.
3. A reduction of long term tensions between student and teacher when personality conflicts exist.
4. A capitalization of teacher expertise by assigning talent to given areas.
5. A recognition of the possibility to redeem short term failure instead of being victimized by one bad quarter in a year-long course.
6. An openness that allows students to elect from a wide range of offerings in a given discipline.
7. An adaptation to seasonal programs. For example:
  - a. Physical Education: Waterfront, Sailing, Canoeing, Hiking, etc.
  - b. Science: Lake Study, Marine Biology, Geology, etc.
  - c. English: Shakespeare and other summer stock
  - d. Social Studies: summer museums, international travel, etc.
  - e. Industrial Afts: Building, Landscaping, Agriculture, Sugaring, etc.
  - f. DUO programs tailored to seasonal specialties
8. An opportunity to increase the number of courses a student may take at any given time, either for early graduation or other calendar manipulations or options he desires.
9. An opening to create mini-courses momentarily whenever student density demands it, providing a teacher is available. By the same token, with proper evaluation, unsuccessful courses may be more quickly dropped, if they prove unsuccessful.
10. It gives recognition to the fact that the length of the school year could depend on the number of courses taken, rather than the length of time a student has to be there. Quarter courses enhance this.

11. Quarter courses do not increase cost. This is an important factor because many times the number of course offerings is equated with cost.
12. An insurance of better room utilization. It does not leave gaps too frequently between time slots.

Unless certain guidelines are observed, quarter courses and multiple entry courses can have several disadvantages. They are:

1. Possibility of impersonalizing instruction by pivoting from one teacher to another frequently.
2. A crushing load of courses. Theoretically, a student could graduate in two years, if allowed to do so.
3. A thick and confusing curriculum offering booklet for students and parents, unless properly oriented.
4. Offering a student the opportunity to "specialize" too early.

We chose to implement the so-called "arena" or "tub" scheduling process. Briefly stated, this is a method that compares to college type registration. Students know course sections and meeting times and register according to some established priorities. The master schedule is based on pre-registration figures, and students must honor their original requests. Note Form B, CVU/72, which we used as a worksheet. We found that the students had little difficulty understanding the form and after a brief orientation, most students could read our fifteen page master schedule. If conflicts arose, the students were intimately involved in deciding what they wished to substitute for the conflict. We were able to honor most requests for changes unless they involved shared-time vocational students who were locked into a particular program by the area centers.

Note how we used adaptations of both Forms A and B (Forms A-1 and B-1) to report to the students and their parents the final resolutions of their schedules. Attached to the report was a list of our scheduled courses which they could use as reference in understanding their schedule for next year.

Course 005 Writing Workshop

Self Contained

Mod. per Week 2x4

X Multi-Entry

No. of Sections 9

Con-Progress (N.S.)

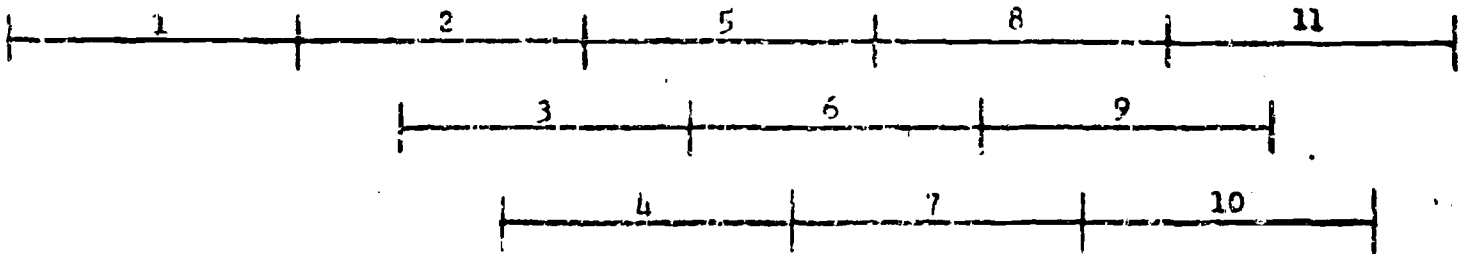
Max. No. per Section 20

Room No. \_\_\_\_\_

Con-Progress (Sch)

Teacher \_\_\_\_\_

Student \_\_\_\_\_



od.	2	3	4	5	6	7	8	9	10	11
1	-01 (105)									
2	Temp. 7									
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										

DEPT: \_\_\_\_\_

Course \_\_\_\_\_

Self Contained

Mod. per Week \_\_\_\_\_

Multi-Entry

No. of Sections \_\_\_\_\_

Con-Progress (N.S.)

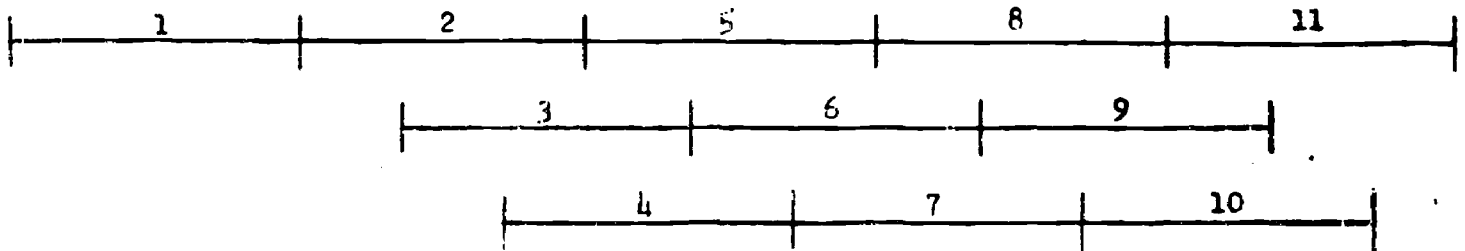
Max. No. per Section \_\_\_\_\_

Room No. Temp 7

Con-Progress (Sch)

Teacher \_\_\_\_\_

Student \_\_\_\_\_



od.	2	3	4	5	6	7	8	9	10	11
1	005-01									
2	(105)									
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										

DEPT: English

Course \_\_\_\_\_

Self Contained

Mod. per Week \_\_\_\_\_

Multi-Entry

No. of Sections \_\_\_\_\_

Con-Progress (N.S.)

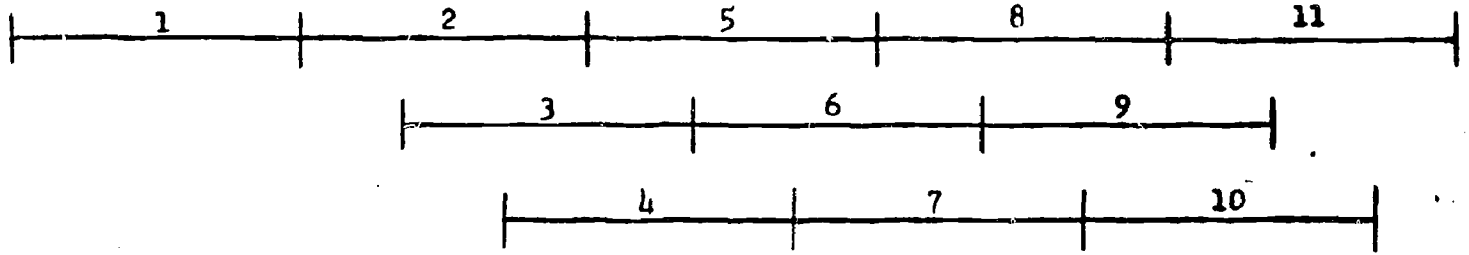
Max. No. per Section \_\_\_\_\_

Room No. \_\_\_\_\_

Con-Progress (Sch)

Teacher 105 Jones

Student \_\_\_\_\_



od.	2	3	4	5	6	7	8	9	10	11
1	005-01 Wrtg Wkshp									
2	Temp 7									
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										

DEPT: \_\_\_\_\_

Course \_\_\_\_\_

Self Contained

Mod. per Week \_\_\_\_\_

Multi-Entry

No. of Sections \_\_\_\_\_

Con-Progress (N.S.)

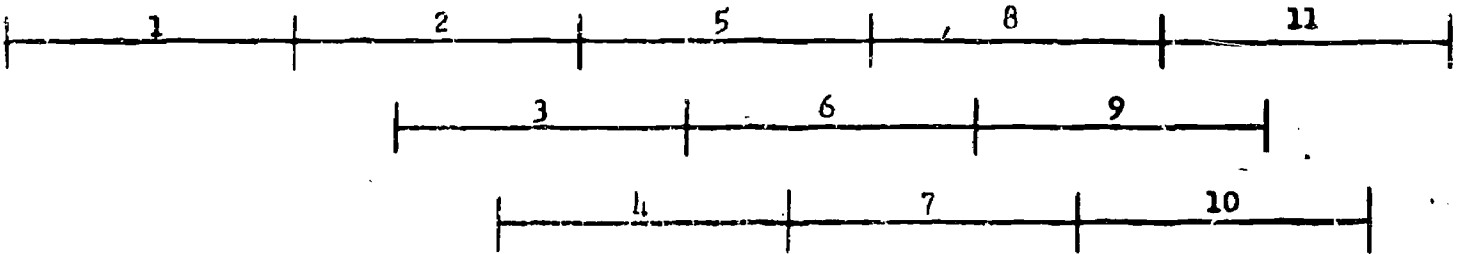
Max. No. per Section \_\_\_\_\_

Room No. \_\_\_\_\_

Con-Progress (Sch)

Teacher \_\_\_\_\_

Student Smith, James



od.	2	3	4	5	6	7	8	9	10	11
1	Writing Workshop									
2	Jones-Temp 7									
3										
4										
5										
6										
7										
8										
9										
10										
11										
2										
3										
4										
5										



REGISTRATION WORKSHEET

CVUHS 7-72

Name: \_\_\_\_\_

YOG \_\_\_\_\_

Counselor: \_\_\_\_\_

Student # \_\_\_\_\_

COURSES:


NOTE: Try to have the same number of courses in each quarter.

Quarter \_\_\_\_\_ Quarter \_\_\_\_\_ Quarter \_\_\_\_\_ Quarter \_\_\_\_\_ Quarter \_\_\_\_\_

Mods 1 & 2					
Mods 3&4					
Mods 5&6					
Mods 7&8					
Mods 9&10					
Mods 11& 12					
Mods 13& 14					
Mods 15& 16					

# Champlain Valley Union High School

HINESBURG, VERMONT 05461

802-482-2101

JOHANNES I. OLSEN  
Principal

LUCIEN E. LAMBERT  
PAUL D. RICE  
Assistants

July 18, 1972

Dear CVU Student and Parents:

Enclosed is your schedule for the 1972-73 school year.

This is the first year that students have had an opportunity to schedule themselves for courses -- that is, to select the quarters and modules that they would take their courses. We were extremely pleased that the process succeeded so well. There were fewer schedule conflicts than in any recent year!

Some confusion always occurs the first time a new process is used. But I am happy to report that even confusion was at a minimum. Just to be sure, each student's schedule has been reviewed by the guidance counselors before being mailed out now.

I would like to emphasize that we WANT YOU TO CALL if you have any questions concerning the enclosed schedule. If an error has been made, or if you want more information about a particular course, or if you would just like a better understanding of some part of the curriculum, calendar, or operation -- PLEASE CALL.

My best wishes for a pleasant summer.

Sincerely,



Johannes I. Olsen  
Principal

JIO/ar

P. S. The first day of the 1972-73 school year is Tuesday, September 5th. All incoming 9th grade and other NEW students will report at 8:10 (until about noon) for an orientation session. All other students -- those returning to CVU -- will report at 1:00 (until about 3:00). Bus schedules will be mailed out in several weeks.



To: \_\_\_\_\_

--This is to confirm your schedule for the 1972-73 school year. (The course number is the first three numbers shown.)

--A legend to explain the course numbers is attached.

--The dates for each quarter, vacations, holidays, etc., are indicated below.

--Any changes from the original course requests should have written parental approval on file at the school (attached to the original course request).

--If you have any questions or if any errors have been made, please call the school (482-2101) as soon as possible.

	Quarter _____	Quarter _____	Quarter _____	Quarter _____
Mod. 1&2				
Mod. 3&4				
Mod. 5&6				
Mod. 7&8				
Mod. 9&10				
Mod. 11&12				
Mod. 13&14				
Mod. 15&16				

1&2

Mod. 3&4

Mod. 5&6

Mod. 7&8

Mod. 9&10

Mod. 11&12

Mod. 13&14

Mod. 15&16

The dates of the eleven quarters are:

- 1: September 5 - November 8 \*\*
- 2: November 9 - January 19 \*\*
- 3: November 27 - February 2
- 4: January 3 - February 16
- 5: January 22 - March 23 \*\*
- 6: February 5 - April 6 \*\*
- 7: February 20 - April 20
- 8: March 26 - June 1
- 9: April 9 - June 15 \*\*
- 10: April 30 - June 29
- 11: May 29 - August 10

Vacations, Holidays and Faculty In-service

Days (no classes)

- October 23
- November 22 p.m., 23, 24
- December 25 - January 2
- February 19
- February 20 - 23
- April 20 p.m., 23-27
- May 28
- July 2-20

\*\* denote traditional school year quarters

Independent study and DUO programs may occur within or between quarters.