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ABSTRACT

This research brief is designed to introduce the legislator to the year-round school concept; what it is, how it works, and what kinds of State legislation may be needed to facilitate implementation of year-round school programs. The publication looks at the history of year-round schools and presents selected year-round school designs, including the 45-15 plan, trimesters, quarters, quinmesters, Concept 6, 7 learning periods, and the continuous learning year. The main features of specific year-round school statutes in different States are arranged in chart form. Additional sources of information are noted throughout the brief. The appendix lists selected operational year-round plans along with the names and addresses of contact persons. (Author/DN)

A Legislator's Guide to the Year-Round School

Research Brief, Vol. 3 No. 1

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Introduction

"The rate and magnitude of change our society is now undergoing is unprecedented; therefore, so must be the rate and magnitude of change in our schools if the emergent educational needs of our society are to be met."

–John D. McLain in
Year-Round Education: Economic, Educational and Sociological Factors.

In "the good old days," life was a lot simpler. School structures and schedules were simple, too, and they probably were fairly adequate for the education needs of yesterday's society. Our ancestors and their school systems did not have to deal with rapid change or even prepare for it.

Today, of course, the pace of change is tremendous, and new methods of instruction are being introduced in a number of schools. But school scheduling has changed very little. Most parents still send their children to school according to a pattern based on agricultural work habits—in the fall, winter and spring, Monday through Friday, for a stipulated period of time each day.

Perhaps a new and more flexible time line is needed to accompany new instructional methods and programs, and to provide a greater continuity of learning. The year-round school concept, with an expanded, flexible time pattern that can encompass a variety of instructional methods and curriculum designs, is one approach that schools are experimenting with across the country.

The dedicated state legislator may find that he or she has an important role as a facilitator of such experimentation, since without legislation some schools may be unable to try new schedules. This research brief is designed to introduce the legislator to the year-round concept: what it is, how it works and what kinds of state legislation may be needed. Additional sources of information are noted throughout the brief.

AN ACKNOWLEDGEMENT

A word of thanks to John D. McLain and George Isaiah Thomas, whose suggestions and comments were invaluable after their review of a preliminary draft of this brief.

History

The year-round school is not a new idea. Sporadic attempts to implement an extended school year began in the 1800s, when cities such as Buffalo, Baltimore, Cincinnati, New York and Chicago tried to accommodate non-English speaking immigrants by lengthening their instructional year. In the years from 1904 to 1950, financial problems, overcrowding and a genuine desire to improve the education process to meet the demands of a society that was becoming more and more complex motivated a small number of school districts to try the year-round school.

Bluffton, Indiana, was one of the early school systems to offer its students a freedom of choice, four-quarter plan from 1904 to 1908. This fledgling operation kept Bluffton schools open for 11 months a year, with students allowed to select their own nine-month attendance periods. Although attendance of primary grade children proved to be highest in the summer months, the entire system never succeeded in distributing enrollment evenly throughout the year (to create anticipated cost- and space-savings), and the plan was abandoned.

A four-quarter plan that *did* release extra classroom space began its brief tenure in Aliquippa, Pennsylvania, in 1928. As many as 10 schools were eventually involved in the 48-week operation, with 75 per cent of the students in attendance at any one point in the cycle to fulfill the minimum school year requirement of 180 days.

Public dissatisfaction with the mandatory nature of the program, which required that 25 per cent of the students, arbitrarily selected by school administrators, take a three-month winter vacation, forced the system to return to its prior 10-month schedule, and not so incidentally, to build additional facilities to accommodate growing enrollment.

In the early 1930s, the Nashville, Tennessee system rescheduled its school year into four 12-week quarters of 60 days each; each student selected attendance for three quarters per year. The divisions

were essentially equal, although the summer quarter was operated with a shortened school day. Financial problems, heightened by the depression and the optional attendance factor (summer attendance was light) brought an end to this experiment.

In spite of the incipient potential illustrated by experimentation with the year-round concept, most parents, students, teachers and administrators remain firmly conditioned by history and their own education experience to a life-style that mandates first that children and their families must have a long summer vacation and second, that educators have traditionally devoted their summers not to teaching, but to relaxation, study or a second job. The changing nature of today's technological, leisure-oriented and increasingly mobile society—and the demands these changes must inevitably make on the education system of this country—are not obvious enough yet to encourage uncritical acceptance of year-round schooling.

However, about 1965, skyrocketing school costs, rising enrollments, increasing taxpayer resistance to proposed school bond issues and spreading public criticism of the end product of the education system began to force some school boards and administrators to explore and experiment with year-round plans.

Although public reluctance to cooperate with year-round plans is diminishing very slowly, *some* acceptance is evident, particularly in districts where the concept is being implemented through careful advance planning, thoughtful administration and frequent communication among the administrators, parents and students involved.

Today, according to a New Jersey State Department of Education survey report (1974), there are 312[1] operating year-round programs in the United States, with an additional 82 study or planning activities in various stages. A total of 1,786,380 students involved in year-round operations were counted in the survey.

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[1]The New Jersey report counts Texas districts as one because Texas legislation mandates a quarter system for the entire state. This report considers separately the 186 districts in Texas now operating on a year-round basis. See Texas in Figure III.

The Year-Round Concept

Year-round school plans come in as many varieties as Heinz. Basic to any year-round school design, though, are the following components:

1. Each participating school will be open and operating a consistently full program for more than the required number of days, weeks or hours (states require from 172 to 180 instructional days).
2. Every student enrolled will have the opportunity to complete *at least* a standard school year's instruction.
3. Every student will enjoy *one or more* vacation periods.

Beyond these three factors, year-round plans can be tailored to fit almost any community economic situation, social custom and governmental structure.

Numbers 2 and 3 of the above criteria apply to both the traditional and the year-round concepts; number 1 does not: it distinguishes the standard school year that may include a summer session from the year-round concept with the words "a consistently full program."

Summer schools, even though they extend the school operating year, are strictly supplemental in nature and are intended to supply the student with optional acceleration, remediation, make-up or extra-credit courses. They usually are not operated in the same manner as the standard school year; *a full program of instruction is not offered;* courses are compressed, days are shortened and the number of days in the term is less than that in standard terms.

For the purposes of this brief, it will be assumed that any reference to the *standard school year* will mean an instructional year of 172-180 days, generally divided into two semesters or three quarters, with the months of June, July and August designated as vacation periods.

YEAR-ROUND BASICS

The term *learning period* will be used to identify an instructional or curricular division of the school year most often associated with a final grade or credit unit award at satisfactory completion. Other words for learning periods are terms or cycles. Specific examples of learning periods include: semesters (two per year); trimesters (three per year); quarters (four per year) and quinmesters (five per year).

The simplest and most obvious way to convert a school system to a year-round operation is to add an extra learning period in the summer, thus converting a two-semester system into a trimester system or a three-quarter system into a four-quarter system. Ideally, but not necessarily, each trimester or quarter would be the same length and offer the same kinds of instruction in each session. In an *optional plan, students would select* (with parental approval) which two of the three trimesters, or which three of the four quarters, they would attend to complete a standard school year of instruction. Attendance during the added learning period would offer the same opportunity as other learning periods: enrichment, acceleration, remediation, make-up or extra credit. A *mandatory plan* would spread *administratively* assigned enrollment evenly over the three trimesters or four quarters to make maximum use of facilities and personnel, with two-thirds or three-fourths of the student body in attendance each learning period. This simple conversion, however, may not be as acceptable to the general public as other plans.

Required full student body attendance for all offered learning periods in a year-round plan (i.e., three trimesters or four quarters with a short common vacation in the summer)–*could result* (provided that a standard year's work is covered in less than the designated number of learning periods) in *automatic acceleration and early graduation for average and above-average students, and in extra time for the slow learner.* Any acceleration program is inevitably an extra-cost plan.

Curriculum changes in the simple trimester or four-quarter conversion would be negligible (unless curriculum revision were desired); teachers' assignments could be worked out with reasonable ease, except in small schools employing fewer than four teachers per grade.

It is always true that *optional plans* are *extra-cost plans*–there are little or no monetary operating savings to be realized and maximum space utilization does not occur. *Mandatory plans* are true *economy plans*, for tightly controlled scheduling of students and personnel assignments will spread the use of facilities evenly over the year for maximum use at all times and will allow a constant level of personnel to function most efficiently. They are also the "high-risk" plans in terms of public acceptance.

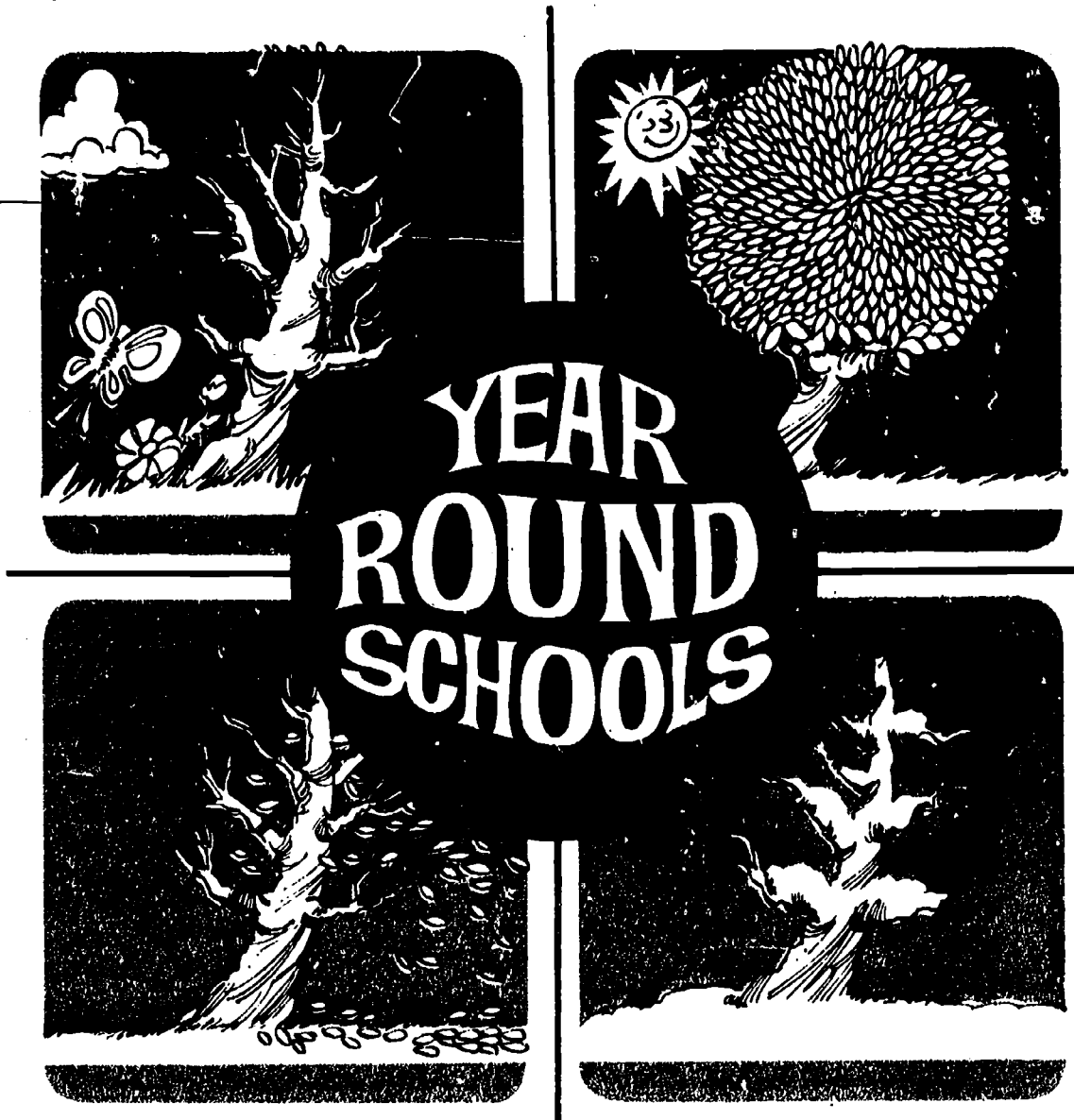
One of the most widely used and more acceptable year-round variations currently in use (i.e., in Valley View School District No. 96 in Lockport, Illinois) is the "45-15" plan, a "continuous-learning year" scheme developed in 1970 and now sweeping the country. The

school year is divided into four 45-day quarters with 15-day vacations between quarters. Four equal student groups enter school at three-week intervals so that three-fourths of the student body is in attendance while the remaining one-fourth is on vacation at any designated point in the operating year (Fig. I (3)).

Other modifications of the 45-15 plan, and indeed of any multiple-learning period plan, may include common vacation periods for the entire student body, partial enrollment vacations (as explained above) or a diversity of combinations of the two.

The scheduling options described on the next page may be applied to four-, five-, six- or seven-learning period programs.

Extensive curriculum revision is a prerequisite for most year-round programs. For ease of scheduling and for greater flexibility in staffing, many school districts have found it advisable to work



SCHEDULING OPTIONS

Term rotation, with or without *staggered entry*, makes many scheduling variations feasible. When term rotation is used, the school instruction program operates continuously for the specified yearly period. The student body is divided into groups, one or more of which is on vacation at any one time. In other words, *the school year operation is not interrupted; student attendance is interrupted by vacation periods.*

Staggered entry is the process by which *specific groups of the total student enrollment enter at planned intervals.*

Time equalization is an adjustment in the length of class periods, the school day or school week to bring the total time scheduled into conformance with state-required yearly instructional time.

toward establishing minicourses. Such changes may be justified for a number of reasons, among them the fact that shorter, self-contained curriculum units may directly affect student failure rates. The time lost in repeating a six-week course, for instance, does not threaten the student as much as the time involved in repeating a course that covers a whole semester. Short vacation periods in many year-round plans will minimize the learning loss inherent in a three-month summer break, and review time, when the student returns to school, can be cut to a minimum.

Further discussion of scheduling and grouping procedures for multiple-learning period year-round schools would be repetitive in this introductory brief, and the reader is referred to Figures I and II for simple examples of these procedures.

Of particular note in these examples is a new twist to the year-round concept operational in Colorado Springs, Colorado, and just now being implemented in the Jefferson County, Colorado, schools. *Concept 6* is a spin-off from the 45-15 system in which the longer year is divided into six learning periods (four learning periods equal a standard school year); and the student body is divided into three "tracks" (groups). The plans are *optional* because students may select their own tracks (they could be mandatory just as well) which have built-in opposing vacation periods. Thus, each student, regardless of the track he selects, attends classes for two learning periods (approximately two months each), vacations during one learning period (approximately two months), and then repeats the procedure to complete the year. The system's already established nine-week curriculum units made extensive revision in this area unnecessary.

The Flexible All-Year School

School years with more than seven learning periods will not be discussed in this brief; the very short curriculum units required in such plans approach the basic concepts in flexible all-year school (or all-season school year) plans now being operated, for instance, by the Wilson Laboratory School, Mankato State Teachers College, Minnesota; and the Research Learning Center, Clarion State College, Pennsylvania. John D. McLain, author of

Year-Round Education, describes his Clarion operation:

> The flexible all-year school plan is uniquely different from the other all-year school plans in that neither the students nor the school calendar are divided into segments. The school operates all year except for holidays and at other times when there is no demand for its use. When a student enrolls in school, he is expected to remain in continuous attendance (during regular school days) so long as he remains enrolled in the school, except when he has requested and is granted a vacation or leave of absence. A parent, or a student with parental consent, may request a vacation any time of the year and for any length of time provided that he meets the minimum time requirements of the state during the calendar year. This may be in the form of one long vacation or it may be in the form of several shorter vacations. Under normal conditions, the school is expected to approve the request for vacation; but the request should be submitted enough in advance (except in emergencies or other unexpected situations) so that the exit and reentry can be planned and orderly. To provide this flexibility in the time structure to accommodate the needs of each student, the curriculum must also be flexible and based on the needs of the individual learner.
>
> The essential characteristic of the flexible all-year school is that it operates the year around, as does the rest of society. Each student can take his vacation, or vacations, any time and for any length of time as are appropriate to his needs, provided that his schedule meets state requirements.[2]

Flexible all-year schools generally are ungraded; each student is accepted at his/her own learning level and is allowed to progress at the rate best suited to his/her abilities.

[2] John D. McLain, *Year-Round Education: Economic, Educational and Sociological Factors* (Berkeley, Calif.: McCutchan Publishing Corporation, 1973), pp. 24-25.

KEEP THESE FACTS IN MIND

Optional plans generally will *cost more* to operate then mandatory plans. These plans are, in effect, *family choice* plans; the students and parents involved make their own choice of attendance periods within certain limitations.

Mandatory plans generally are *economy* plans. They may be thought of as *school-controlled* plans. Parents and students have no choice of attendance periods, although most administrators should and do try to keep all the children in one family on the same schedule.

Selected Year-Round School Designs

The year-round school designs illustrated in Figure I are based on a modified year of 12 months, each with four weeks of five days each. The examples are not intended to be precise, but to give the legislator a generalized basic knowledge of scheduling techniques.

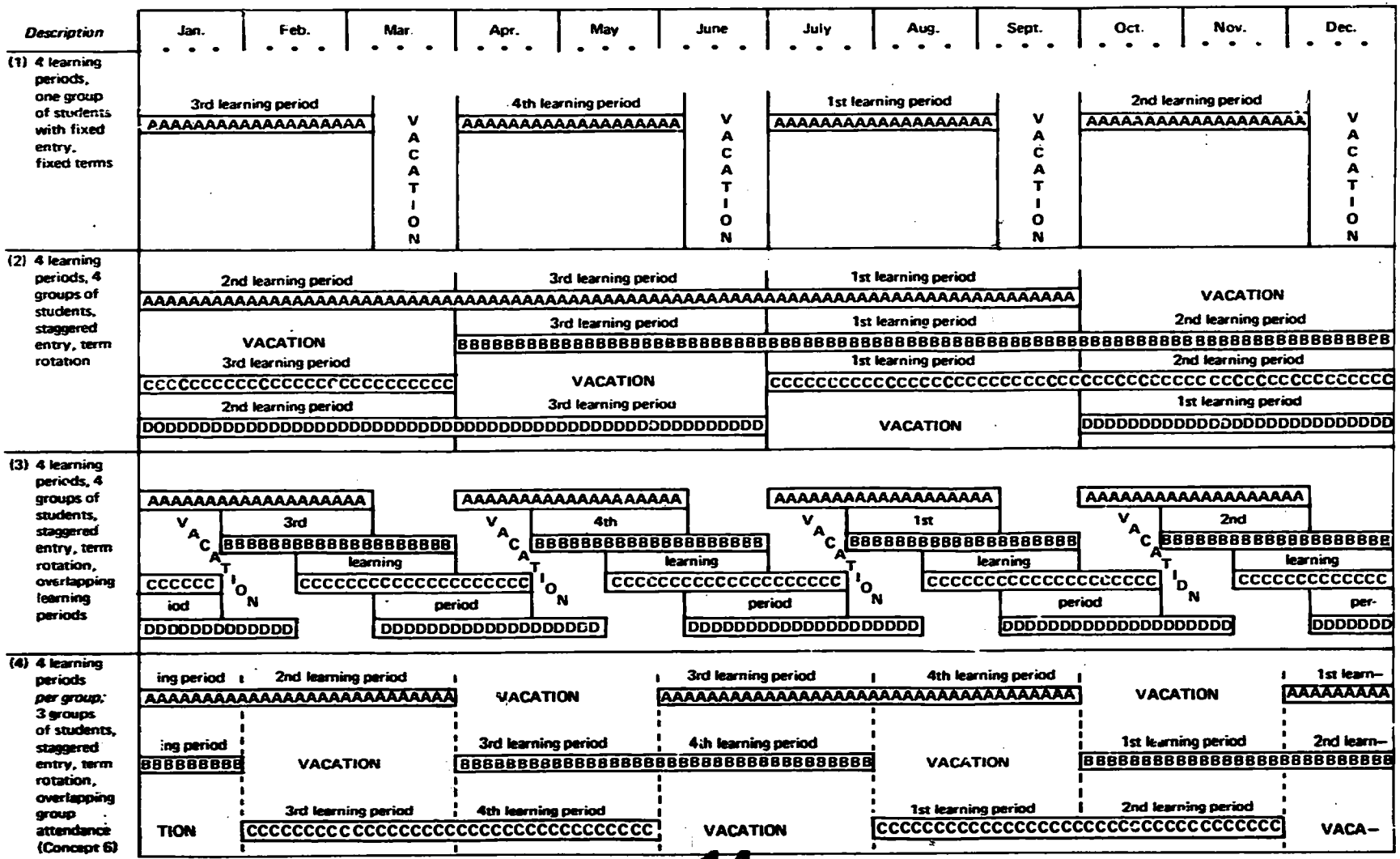
There are four basic scheduling techniques that may be applied to multiple-learning period year-round plans. In Figure I, these techniques are applied to a four-learning period year. Example (1) shows a simple "45-15 block" schedule with equally spaced quarters and vacation periods making up a 180-day instructional year. All students attend school at once. A variation of this kind of block scheduling may be worked out, for instance, to encompass two 30-day vacation periods instead of four 15-day periods by scheduling two 45-day quarters back-to-back (90 days continuous attendance) followed by a 30-day vacation period, and then repeating the cycle.

In example (2), four groups of students are required to attend three of the four 60-day learning periods offered. *Maximum space utilization is achieved by administratively scheduled student attendance (mandatory plan): by dividing the student body into four equal-size groups to insure the constant attendance of three-fourths of the student body. When students make their own selection (optional plan) of three quarters out of four, total attendance in each learning period will vary, scheduling will become more complex and the most efficient utilization of space and staff will not be possible. Despite this, optional plans at this point in time are far more acceptable to the community.*[3]

Example (2) may be applied to the three-learning period year by requiring student attendance for two of three time-equalized trimesters (see also Figure II B(2)); to the five-learning period year by using five 45-day quinmesters with attendance required for four learning periods (see also Figure II D(2)); and

[3]This italicized statement applies to most year-round plans.

Figure I
Selected Year-Round School Designs
Based on Four Learning Periods



to the seven-learning period year by requiring attendance for five of seven 35-day learning periods with one 70-day vacation or two 35-day vacations (see also Figure II. F(1)).

Another scheduling variation of the 45-15 plan—with overlapping learning periods—is illustrated in Figure I (3). Student groups are required to attend four attendance periods for a 180-day instructional year. For trimester scheduling, three 60-day learning periods can be interspersed with 30-day vacations.

Concept 6, shown in Figure I (4) requires student groups to attend four of six 45-day learning periods that are paired to allow two opposing 45-day vacations during the year.

Scheduling in examples (2), (3) and (4) may be manipulated, when worked out on an exact scale, to allow short common vacations once or twice a year. Short "intersessions" (minicourses) may be programmed into all term rotation programs for optional enrichment or remediation.

It is obvious that, with a little imagination and enough latitude provided either in state statutes or state and/or local regulations, a variety of scheduling plans may be worked out using the illustrated basic techniques. Further variety may be obtained by using the principles of time equalization—shortening or lengthening the class period, school day or week. And without doubt, new techniques have yet to be devised!

Figure II, like Figure I, is based on 5-day weeks and 4-week months. Although some plans will exceed a 240-day operating year, for our purposes here we have used that figure as our standard maximum:

240-DAY YEAR

Total number of days in year	365
Less weekend days	−104
	261
Less holiday allowance	−21
Total school operating days	240

Some year-round school operations may be using the exact figures shown in Figure II, but the figures are not based on specific plans and are intended merely to reveal basic time utilization and student grouping in some year-round plans.

Figure II
Simplified Composite Examples of Basic Year-Round Plans

Description		No. of Days in School Operating Year	No. of Learning Periods	No. of Learning Periods Required for Minimum	No. of School Days (Weeks) in Each Learning Period	No. of Vacation Periods	No. of Days (Weeks) in Each Vacation Period	No. of Student Groups	No. of Groups in School at Any One Time	No. of Extra Learning Period Possibilities	Optional or Mandatory Attendance Assignment
A. Standard school year semesters	(1)	180 plus summer school	2	2	90(18)	1	60(12)	1	1	Limited summer school option	M
B. 3 learning periods (trimesters)	(1)	240	3	2(a)	80(16)	1	80(16)	1	1	1 Option (c)	M
	(2)	240	3	2(a)	80(16)	1	80(16)	3	2	1 Option	M-O
	(3)	210	3	3(b)	70(14)	1 3	30(6) 10(2)	3	3	0 (Built-in acceleration)	M
C. 4 learning periods (quarters)	(1)	240	4	3	60(12)	1	60(12)	1	1	1 Option (c)	M
	(2) See also Fig. I (2)	240	4	3	60(12)	1	60(12)	4	3	1 Option	M-O
45/15 block	(3) See also Fig. I (1)	240	4	4	45(9)	4	15(3)	4	4	0	M
45/15 staggered	(4) See also Fig. I (3)	240	4	4	45(9)	4	15(3)	4	3	0	M-O
D. 5 learning periods (quinmesters)	(1)	225	5	4	45(9)	1	45(9)	1	1	1 Option (c)	M
	(2)	225	5	4	45(9)	1	45(9)	5	4	1 Option	M-O
E. 6 learning periods (Concept 6)	(1) See also Fig. I (4)	240	6	4	45(9)	2	45(9)	3	2	2 Options	M-O
F. 7 learning periods	(1)	245*	7	5	35(7)	2	35(7)	7	5	2 Options	M-O
G. Flexible all-year school (continuous learning year)	(1)	240	Individual scheduling	Minimum requirement to be filled each year	Continuous	No more than 60 student-selected days		Individual progress	–	Maximum of 60 days option	O

Figures in chart are based on possible 240-day operating year (48 weeks).

*Fewer holidays in year.

(a) Less than 180 days. Time equalization, or modification of attendance laws may be necessary.
(b) More than 180 days. Time equalization, or modification of attendance laws may be necessary.
(c) Optional attendance permitted in only one specified learning period for all students; i.e., optional attendance in summer learning period only.

Does It Work?

The New Jersey State Department of Education survey mentioned earlier identifies some 298[4] programs using one form or another of the quarter plan (four learning periods); seven quinmester (five learning periods) programs; six flexible all-year programs and four programs employing other variations of year-round plans.

While evaluations of these current year-round programs are hardly conclusive because of the short operating times involved, they nevertheless reveal some interesting data.

A limited compilation of evaluations of year-round school programs by the Educational Research Service summarizes evaluation results for several districts.[5]

For example, the Prince William County Public School District in Dale City, Virginia, has involved four schools in a mandatory 45-15 plan since 1971. Students are arbitrarily divided into four groups scheduled so that three groups are in school while one is on vacation. Four learning periods for each group are 45 days long and are followed by vacation periods of 15 days. All students enjoy some common vacation time during the year (see Figure I (3)).

A 1971-72 COST-ED model[6] evaluation of one of Prince William County's year-round schools (Mills E. Godwin Middle School) showed a per-pupil cost reduction of $109.46 (standard year cost of $1,143.00, less year-round cost of $1,033.60) not including "start-up" costs included in a total of $221,744.36 for the four schools involved in the plan. Other district cost evaluations of mandatory programs unveil similar per-pupil cost savings.

In the Prince William district, elementary student pre-testing after three months of

[4] See footnote 1, p. 2.

[5] Debra D. Nygaard, *Evaluations of Year-Round School Programs*, (Arlington, Va.: Educational Research Service, Inc., 1974).

[6] Includes allowances for operating funds and capital resources.

operation and post-testing about two and one-half months later revealed little over-all difference in pupil achievement in that short time period. A four-year longitudinal study of student achievement (from grade 4 to 8) will be released in January 1975, says John Colson, project director for the Virginia experiment; this study should produce more conclusive results.

Elementary student testing at the Becky-David School, Francis Howell Public School District in St. Charles County, Missouri, also operating a mandatory 45-15 plan, did reveal a significant difference favoring the control group (standard school year) at the fourth grade level, and smaller variances for the fifth and sixth grades. Testing was conducted at the beginning and end of the 1969-70 school year; the fourth grade control group *had a longer interval between tests* than did the fourth grade year-round group. Later testing has not shown *any* significant differences between the same groups, according to Alan M. O'Dell, project director.

In a mandatory 45-15 plan at Chula Vista, California, elementary student testing in 1971-72 showed comparable achievement between year-round and standard year groups. Doug Giles of the Chula Vista district states that yearly testing since then has confirmed the 1971-72 results.

The Atlanta, Georgia, Public School System initiated an optional four-quarter plan in its high schools in 1968, in which students selected three quarters of attendance from the district schedule of three 12-week quarters and one 10-week summer quarter with longer days. In 1973, 63 Atlanta elementary and middle schools added a fourth quarter of six weeks in the summer. A 1973 cost analysis in this district separated the three regular quarters from the (fourth) summer quarter, and computations of the fourth quarter costs were made on an *additional daily cost per-pupil basis:* $3.44 per pupil in average daily attendance (ADA) per day at the elementary and middle school levels and $4.01 per ADA at the high school level.

In Dade County, Florida, an optional quinmester plan analysis in 1972 showed that, although direct costs per student were higher in the fifth quinmester (lower attendance) than those for the four other quinmesters, per-student cost projections for a summer school program in a standard school year were higher than those incurred in the fifth quinmester. Again, student achievement did not appear to be significantly affected by the new scheduling and curriculum.

Available individual district evaluations indicate that student athletics and other extracurricular activities can be integrated successfully with year-round scheduling.

Testing and evaluations over several more years would undoubtedly produce more conclusive data.

Implementation Considerations

Before adequate legislation can be written to cover year-round school operations, the legislator should know that school boards and administrators, before *their* consideration of such plans, must carefully map out the reasons for their interest, asking such questions as:

Why?

1. What is our primary objective? Do we want to save money? Better utilize our available facilities? Extend the time available for use of vocational education equipment?

2. Are we concerned about the long summer learning-loss of our children? Should our curriculum be expanded or changed? Would our teaching staff function better on a year-round basis?

3. What are the community's needs? Is it desirable to better adapt our school system to them? Would we like to initiate or extend a community school concept through year-round scheduling?

4. Have we the necessary legislative/regulatory latitude to implement a year-round plan (see Figure III)?

If saving money and utilizing space are the primary interests, the investigation of year-round concepts could probably be confined to mandatory plans in which careful administrative control of scheduling is exercised.

Transition Costs Are Inevitable

However, changeover to any year-round plan will inevitably involve some initial transition costs—more for some programs and less for others. Buildings may need to be modified (one example would be the addition of air conditioning), curriculum materials reworked, teachers retrained, administrative structures strengthened, etc.

Perhaps funds slated for capital outlay or for unused architectural fees could be diverted to transition costs, since a major saving in capital outlay could occur when the need for new facilities is eliminated or at least reduced. Additionally, if obsolete school buildings could be closed and their enrollments transferred to time-expanded year-round facilities, a savings in basic operating costs could be made available for the year-round operation.

Specialized equipment use could be extended to eliminate the need for addi-

tional equipment. School plant operation and maintenance costs would vary according to the plan selected, but it is safe to say that these figures would go up somewhat.

Salary and instructional costs would be inclined to level out and little, if any, increase would occur.

Transportation costs, with careful scheduling and routing, would remain relatively the same

Optional plans, as indicated earlier in this brief, generally will not save money or provide maximum space utilization and must be considered extra-cost programs.

Long-term savings are inherent, of course, if the plan selected would require full-time attendance of every student during the entire school operating year and if more than one standard year's work were scheduled and could be completed by the student during the lengthened year. Any plan with "extra-term options" (see Figure II) could thus be converted into a mandatory acceleration plan. This would have the effect of lopping a year or two off the top end of a student's schooling to allow for early graduation. Florida's legislature had this in mind, apparently, when it enacted legislation aimed at compressing 13 years of instruction into 12. Pilot programs thus authorized will be well worth watching; social considerations and employment problems could make the use of such a plan prohibitive.

It is important to note here that acceleration plans *do not work* as such in districts that serve a significant number of educationally disadvantaged children; required extra attendance would, however, help these slow learners keep pace with a standard year's program.

If the current curriculum of a school district converting to a year-round plan does not conform to the new learning periods, it must be modified, as stated earlier in this brief. It is generally agreed that short, preferably self-contained (not interdependent) curriculum units better allow needed instructional flexibility (i.e., flexible staffing, team teaching, modular scheduling and individualized instruction) and very likely lead to an expansion in the number and variety of courses offered. Atlanta, Georgia, high schools operating on a four-quarter optional plan are able to offer students as many as 850 different courses, though not in all schools at all times.[7]

Implicit in a year-round school structure that includes modification of its curriculum units is the need for, and extra cost of, retraining teachers in the use of the new curriculum and in adapting to changed scheduling.

A RULE OF THUMB

Large school districts will experience more savings proportionately (or smaller cost increases) than small school districts because they will have a greater variety of resources with which to work.

Further review by the individual of the studies and experiences of school districts already operating under year-round plans

[7] Pat McGraw, *Compact*, November-December 1973, p. 12, "Junior Doesn't Have to Bale Hay Anymore."

should be undertaken for a complete understanding of the ramifications involved.

"Quality education is not to be sacrificed, therefore supporters of an all-year school plan are urged to combine the educational and economy objectives."
George Isaiah Thomas[8]

[8] George Isaiah Thomas. Administrator's Guide to the Year-Round School (West Nyack, N.Y.: Parker Publishing Company, Inc., 1973), p. 12.

Pave the Way

Once a plan is selected, school boards and administrators should begin immediately to "sell" the idea to the public through a thoughtfully worked out public relations program that will reach and involve parents, students and teachers in mutual communication. Some evaluations of year-round programs show that, once the program is off and running smoothly, it will sell itself; the longer the program runs, the more advocates it will have. It is that first step that is *vital.*

Legislation

Information provided ECS through its annual "Survey of the States" and that provided by the National Council on Year-Round Education formed the basis for a limited search of state statutes for specific laws that would enable states and districts to operate year-round schools. The findings of this limited search are charted in Figure III. While the chart cannot be regarded as comprehensive, it will provide the reader with a fairly valid index of the kinds of legislation in state statute books that make possible the operation of year-round plans.

Some districts now operating year-round plans have found new statutory authority to be unnecessary because of long-standing laws that (1) give district school boards or state departments authority to establish the school year; (2) give the state board of education, the state department of education or the chief state school officer the authority to waive standing legislation for experimental (and sometimes permanent) projects and to promulgate the necessary rules and regulations; or (3) some combination of these two points.

ECS findings indicate that no state has truly comprehensive year-round school provisions in its statutes. Statutory authority for such operations ranges from the simple "notwithstanding any other section of the statutes (a district may operate on a year-round basis)," or "with the approval and regulation of the state board (department, superintendent)," to specific changes in the definition of the school operating year, attendance requirements, state aid formulas, teacher contract provisions, etc.

Two other categories of legislation are noteworthy: (1) restrictive legislation (i.e., Texas), which very specifically states the kind or kinds of plan(s) a district may select or which restricts district operations to pilot programs only (i.e., California); or (2) permissive legislation, which allows a district to select any of the wide variety of plans available, or indeed, which allows a district to design its own plan to conform to the very basic statutory provisions or state board (department, chief) regulations (i.e., Pennsylvania).

One of the most complete bills on year-round education that may well challenge this ECS statement is Minnesota's 1974 SF 2627, enacted in 1974 as Chapter 326. The bill leaves definition of "minimum" and "maximum" terms up to the state board (no less than 175 days or *equivalent*). It authorizes school districts, with state board approval, "to evaluate, plan and employ the use of optional flexible school year programs"... including but not limited to "various 45-15 plans, four-quarter plans, quinmester plans, extended school year plans, flexible all-year plans, and four-day week plans." Elementary and secondary schools are covered, as well as residential facilities for handicapped children. Family scheduling is mandated, with some exceptions. Provisions are included for teacher/school board collective negotiations and for parental and public meetings before implementation of year-round plans. Teachers are *not required* to work more than a standard year or in a nonstandard season; contract rights are protected. A year's tenure is established at the completion of a standard 175 days' teaching service. The state board of education is charged with the responsibility for rules and regulations to govern such programs and with the adjustment of the state aid formula and payments. The act was effective March 29.

State aid provisions do not generally encourage conversion to year-round school operations. Some foundation plans have been amended to provide for a specific formula for computation of aid to year-round schools or to authorize the state board (department, chief) to provide a special formula, most often with the restriction that such aid *not be more than the district entitlement in a standard school year.* Florida, Illinois, Pennsylvania and Utah statutes do provide for limited additional aid to year-round districts for such items as pilot implementation, transitional costs, or research and study. ECS has been unable to identify state aid provisions that would reroute a portion of capital outlay reserve funds, saved through a reduction of need for new facilities, to transitional costs and possible modification of existing buildings over and above that which would be required normally.

Pilot or experimental programs for year-round schools may be permitted initially by authorizing the state board, chief or department to waive existing statutes and to provide for approval, rules and regulations tailored to the situation that will conform at least reasonably to the very basic provisions in existing laws. An evaluation report very probably should be required for these programs.

A careful analysis of existing state statutes and a general knowledge of the year-round concept should prompt the interested legislator or legislative service agency to seek answers to the following questions *before* beginning to write comprehensive legislation for year-round schools.

Because statutes vary from state to state, there are undoubtedly many more areas that could be affected by year-round school legislation. The questions presented here are obvious and general: some questions in some states could be dealt with on a local level. Other areas that might be affected by year-round school programs, and which merit consideration by the interested legislator, include community schools, adult education, recreation programs, building codes and health services.

QUESTIONS FOR THE LEGISLATOR

1. Does the school year, (term, month, week or day) need to be redefined? Should the definition be modified to give school districts extensive latitude, such as in Pennsylvania statutes that allow the state superintendent to approve an instructional year of 990 hours per student; or should it be more restrictive, like Georgia's SB 672 of 1974, which provides that a year-round school operation cover a minimum of 240 days operating time per year? Should class sessions be authorized on Saturdays and Sundays?[9]

2. Do compulsory attendance laws need modifying? Should kindergarten or first grade entrance dates be changed to provide for entry at the next term beginning after attainment of the required age? What about early graduation for students who choose to accelerate under a year-round plan? Do present statutes or school board regulations inhibit this?

3. Do present state laws limit curriculum flexibility, length of units and type of offering? Will year-round school operations legally be able to vary the length of class periods, make use of open classroom techniques, individualized instruction, modular scheduling, ungraded classes and other innovative techniques particularly adaptable to the year-round concept?

4. Is there a need to write in provisions for more-than-standard-year teacher and administrator contracts? What about school service personnel? Should a teacher working more than a standard school year be granted additional tenure time in a calendar school year? Should personnel participation in a year-round plan be made optional or mandatory?

5. Will a school district choosing to operate under a year-round plan have the latitude necessary to experiment with staffing plans, team teaching, teacher flexibility, pupil-teacher ratios, administrative staff additions or changes?

6. Does the state foundation plan formula need to be adjusted to cover schools on a year-round basis? Do average daily attendance-count dates or methods need to be changed? Should state aid be based on a fiscal year? Should the state encourage conversion to a year-round system by providing for part or all of conversion costs? Should a year-round school be entitled to more state aid than it would receive on a standard year (possibilities for acceleration should be considered here, since a consistently accelerating student will leave school sooner)? Should standing provisions for capital outlay or other reserves be changed to include building modification for year-round operations? Should extra attendance in an optional plan be covered by either (or both) the school district or the state, or should the student pay tuition?

[9] New York passed such legislation in 1973, permitting Saturday school for the disadvantaged in small districts.

Figure III
Specific Year-Round School Statutes*

State and Reference	Type of Plan	Authorization and/or Regulation	School Year and/or Student Attendance Time Requirements
ARIZONA Revised Statutes Annotated	Quarter, trimester or other § 15-1137.02A	Chief state school officer and State Board of Education § 15-1137A; 15-1137.01A; 15-1137.02A	Excepted § 15-301 15-321A
West's **CALIFORNIA** Annotated Code	4 quarter mandatory attendance, 1 elementary pilot, 7 years § 16-7495; 16-7495.32		
	Open selection, 5-year pilot, 2 or more districts § 15-7475	Chief state school officer § 15-7480; 15-7481	Excepted § 15-7485
COLORADO Revised Statutes Annotated	Open selection; pilot programs § 123-44-3	State Board of Education § 123-44-3	Excepted § 123-20-2; 123-20-5
CONNECTICUT General Statutes Annotated	Open selection § 10-15	State Board of Education § 10-15	Excepted § 10-15
DELAWARE Code Annotated	Open selection Title 14, § 572	State Board of Education and local referendum Title 14, § 572	

*Based on state statutes, supplements and bills updated to mid-1974.

Foundation Plan and/or ADA Provisions, Special Funding	Employee Contract and/or Salary Provisions	Student/ Employee Participation	Study and/or Evaluation Provisions	Additional Provisions/ Comments
Adjusted (to not more than aid for standard year) § 15-1137.01B	Adjusted § 15-1137.01 B-2			Separate school budgets and dates § 15-1137.02A Budget limit waived 1st year § 15-1137.02D
		Student participation mandatory § 16-7495	School board report to legislature in 3rd, 5th and 7th years § 16-7495.32	Required public notice of establishment of mandatory plans 1 year in advance. Local board may request election AB3193, Ch 474 of 1974
Adjusted § 15-7490; 15-7491; 15-7492; 15-7493. One-time grant ($5,000) for conversion AB 2751 of 1974	Separate contracts § 15-7488	Student participation optional § 15-7486		Pending legislation: SB 1874, on employee salary adjustments
Adjusted § 123-38-10	45-day notice of termination or resignation required. § 123-18-7; 123-18-10. Possible extra tenure credit for more than standard year § 123-18-12			

Figure III
Specific Year-Round School Statutes*

State and Reference	Type of Plan	Authorization and/or Regulation	School Year and/or Student Attendance Time Requirements
West's **FLORIDA** Statutes Annotated	200-day year, four 50-day quarters, condensing 13 years into 12 years. Pilot program to begin 1973-74, 5-year phase-in §229.8025	State Department of Education planning and implementation §229.8025	
	Quarters or other division of time §230.23	State Department of Education §230.23	
GEORGIA Code Annotated	Open selection §32-627	State Board of Education planning and implementation §32-627	
	240-day or more minimum year SB 672 of 1974	State Board of Education SB 672 of 1974	Specific year-round requirement of 240 days or more SB 672 of 1974
Smith-Hurd **ILLINOIS** Annotated Statutes	Open selection Ch. 122, §10-19.1	Chief state school officer Ch. 122, §10-19.1	180-day minimum Ch. 122, §10-19.1
Burns **INDIANA** Statutes Annotated	Open selection §28-216a	Chief state school officer §28-216a	

Foundation Plan and/or ADA Provisions, Special Funding	Employee Contract and/or Salary Provisions	Student/ Employee Participation	Study and/or Evaluation Provisions	Additional Provisions/ Comments
Implement. [illegible] funding through State Department of Education § 229.8025			Progress reports to state board, governor, legislature by State Department of Education 90 days before sessions § 229.8025	
		Optional student attendance periods permitted; school board has authority to mandate attendance periods § 230.23		
Adjusted § 32-627				
Adjusted SB 672 of 1974				
Limited feasibility study and transitional funds through chief state school officer Ch. 122, § 10-19.2; 34-21.4			Feasibility study report to chief state school officer Ch. 122, § 10-19	
Adjusted § 28-216a				

Figure III
Specific Year-Round School Statutes*

State and Reference	Type of Plan	Authorization and/or Regulation	School Year and/or Student Attendance Time Requirements
KENTUCKY Revised Statutes Annotated	Optional scheduling of pupils and personnel § 157.320(15)	State Board of Education, chief state school § 157.320(15)	Minimum § 158.070 158.979
MAINE Revised Statutes Annotated	Open selection Title 20, § 473	Chief state school officer Title 20, § 473	
MASSACHUSETTS General Laws Annotated	12-month basis specified Ch. 71, § 1	Local board *shall* adopt 12-month regulations. District *may* operate 12-month plan Ch. 71, § 1	Yearly specific exceptions by local board. Ch. 71, § 1 Excepted for experimental school projects Ch. 76, § 1
MICHIGAN Compiled Laws Annotated		State Department of Education § 388.1105(18)	Minimum § 340.731(a)

Foundation Plan and/or ADA Provisions, Special Funding	Employee Contract and/or Salary Provisions	Student/ Employee Participation	Study and/or Evaluation Provisions	Additional Provisions/ Comments
Prior year ADA 1st year, succeeding years based on 3-year average percentage increase. §157.32(15) Classroom units based on 3-year average per cent increase or equalized. §157.360(3) Transportation program same as above §157.370(8); 157.370(9)		Optional student attendance periods to fulfill minimum. §157.320(15) Optional teacher instruction time to fulfill minimum §157.320(15)		
Adjusted by chief state school officer Title 20, §473				
ADA computation modified Ch. 72, §8		Graduating students no longer required to remain in school until May 15 Ch. 76, §1		
Adjusted full-time membership count. §388.1105(12) For 1973-74, teacher count dates adjusted §388.1113(2) See also §388.1201(1), (2), (4)		Optional: 3 quarters required per year §340.731(a)		

Figure III
Specific Year-Round School Statutes*

State and Reference	Type of Plan	Authorization and/or Regulation	School Year and/or Student Attendance Time Requirements
MINNESOTA Statutes Annotated	Open selection § 124.20		Minimum and maximum § 120.10
	"Any Flexible school year." Handicepped facilities included SF 2627, Ch. 326 of 1974	State Board of Education. Employee and public meetings required before implementation SF 2627, Ch. 326 of 1974	Minimum and maximum term as defined by State Board of Educetion. Not less than 175 days or equivalent SF 2627, Ch. 326 of 1974
Vernon's Annotated **MISSOURI** Statutes	Open selection § 160.011		9-10 months minimum; school may operate 2 or more terms for different groups of students; terms need not be totally within "school year" § 160.11
NEBRASKA School Laws; Nebraska Revised Statutes	Open selection LB 65 of 1973, Secs. 1 & 2	State Boerd of Education plus local referendum LB 65 of 1973, Secs. 8 & 9	Minimum LB 65 of 1973, Sec. 6
NEW HAMPSHIRE Revised Statutes Annotated	Statutes may be excepted by State Board of Education for experimental programs § 189:3	State Board of Education § 189:3	
NEW MEXICO Statutes Annotated	Specifies staggered schedule § 77-22-1	State Department of Education § 77-22-4; 77-22-5	Excepted § 77-22-6

Foundation Plan and/or ADA Provisions, Special Funding	Employee Contract and/or Salary Provisions	Student/ Employee Participation	Study and/or Evaluation Provisions	Additional Provisions/ Comments
Adjusted intersession summer year-round aid § 124.20				
Adjusted SF 2627, Ch. 326 of 1974	Rules established for teacher tenure SF 2627, Ch. 326 of 1974	Optional. Rules established for assignment of pupils and teachers SF 2627, Ch. 326 of 1974	District evaluation to State Board of Education	
Adjusted § 163.011				
ADA adjusted § 79-4, 103; 79-4, 104; LB 65 of 1973, Sec. 9			Feasibility study by local board to state board LB 65 of 1973, Secs. 4, 5, 6, 7, 8	
Adjusted § 77-6-14(D)				

Figure III
Specific Year-Round School Statutes*

State and Reference	Type of Plan	Authorization and/or Regulation	School Year and/or Student Attendance Time Requirements
Page's **OHIO** Revised Code Annotated	Specifies three 80-day trimesters or 240-day year § 3313.48.1	State Department of Education § 3313.48.1	160-day attendance minimum; 5 1/2-hour day § 3313.48.1
	Specifies four 54-day quarters or 236-day school year § 3313.48.2	State Department of Education § 3313.48.2	177-day attendance minimum; 5-hour day § 3313.48.2
	Specifies four 45-day pentamesters or 225-day year § 3313.48.4	State Department of Education § 3313.48.4	180-day attendance minimum; 5-hour day § 3313.48.4
			Excepted § 3313.48.5
OREGON Revised Statutes	Open selection § 336.012		
Purdon's **PENNSYLVANIA** Statutes Annotated	Open selection Title 15, § 1504	Chief state school officer Title 15, § 1504	Excepted. Chief state school officer may approve school week of 27 1/2 hours, year of 990 hours Title 15, § 1504
TENNESSEE Code Annotated	Open selection § 49-606(B)		

Foundation Plan and/or ADA Provisions, Special Funding	Employee Contract and/or Salary Provisions	Student/ Employee Participation	Study and/or Evaluation Provisions	Additional Provisions/ Comments
ADA computation requirements to be waived by chief state school officer § 3317.01				
Same as above				
Same as above				
Same as above				
"Aggregate Days Membership" adjusted § 327.006(2)				
NOTE: 1972-73 budget provided limited aid for year-round schools, including curriculum development, research and planning				
Adjusted by chief state school officer § 49-606(B)				

State and Reference	Type of Plan	Authorization and/or Regulation	School Year and/or Student Attendance Time Requirements
Vernon's **TEXAS** Codes Annotated	Quarter system mandated by 1975 (original date of 1973 extended). § 16.862 4-quarter system authorized § 16.864(a)	State Education Agency to prepare 3-quarter basis curriculum § 16.861	180 days instruction § 16.862
	10 programs, 3-semester pilots authorized § 16.971; 16.972	State Education Agency and State Board of Education § 16.971	
UTAH Code Annotated		State Board of Education § 53-9-18(b)	
West's **WISCONSIN** Statutes Annotated	Local board *may* change length of school year § 40.22(12)		Minimum 9 § 40.22(12)

Foundation Plan and/or ADA Provisions, Special Funding	Employee Contract and/or Salary Provisions	Student/ Employee Participation	Study and/or Evaluation Provisions	Additional Provisions/ Comments
Foundation credit for 3 quarters per student. § 16.863 No foundation credit for 4th quarter student attendance § 16.864(a)		Mandatory student scheduling. § 16.864(b) Optional 4th quarter teaching. § 16.864(c) Optional 4th quarter student attendance § 16.864(d)		
Adjusted § 16.973	Salary adjusted § 16.974			
$650,000 appropriated yearly for extended year, extended day and summer programs § 53-7-16(7)				"Voted leeway" program aid available § 53-7-24
Adjusted § 121.05(2)				

Today's Knowledge Explosion and Tomorrow's Society

A newborn infant is hardly recognizable as the same individual toward the end of the life span. As the individual grows and changes, so does the society in which he lives; the world to which the individual is first introduced is not the one that he ultimately leaves. It is reasonable to presume that the individual would be more comfortable, happier and closer to fulfillment of potential if his progress and growth occurred "in harness" with society and its technology. But it doesn't work that way today—hence we have increasing evidence of "culture shock" and its attendant ills.

Perhaps this is education's newest challenge—to line up the individual with his society and his technology—to give the individual the learning tools, the adaptation skills and the flexibility needed in order to feel at home in a constantly changing environment.

Can the year-round school idea help? Its proponents certainly believe so.

George Isaiah Thomas, in his *Administrator's Guide to the Year-Round School,* discusses the relationship of the knowledge explosion to a continuing education plan:

> The advancement of technology and the discovery of new information about life in the past and the present world can make the child's life in school exciting if the schools can be restructured.... The knowledge explosion does not mean that children have to work in a school setting that is geared to cramming more information into their heads. What it should point out is the fact that children can learn only a very small portion of what there is in any one field of study. Schools have to be open to preschoolers, teen-agers and senior citizens literally 24 hours a day and 12 months a year. But this is not enough in itself; the school does not have to be a building with carbon-copy classrooms. Education will have to be conducted beyond the walls of the school.... The knowledge explosion points up the need for increased vocational training and the recognition of a need for purposeful use of free time. In the formal years of school-oriented

education, boys and girls need a broader exposure to fields of study than is possible with the academically structured curriculum. Self-selection of courses and the mastery of basic skills go hand in hand. This is where individualization of instruction becomes meaningful and where extreme flexibility becomes a powerful factor in the learning process. . . .

All-year schools in the past were failures because they wer not ready to offer minicourses, because they were not prepared to educate the culturally disadvantaged and because they were not interested in the vocational needs of the pupils. . . . To some extent their apparent failure goes back to the fact that the early schools were limited when it came to the tools that could make the task . . . easier. Similarly, the explosion of knowledge has given teachers and students a wealth of teaching and learning materials.[10]

In a statement prepared especially for this brief, John D. McLain, author of *Year-Round Education*, projects societal change and its relationship to the school year:

A change away from the traditional school year with a long summer vacation is inevitable. The need for economic efficiency will continue to be a major force in public finance but is not likely to mandate more efficient use of existing school facilities in an area of shrinking school population. Our society will continue to strive for increased quality in education with equality in educational opportunity. The more we know about individual needs in learning, the more likely we are to provide flexibility in the school program in terms of curriculum content, instructional process, place of study—using the total community as the classroom, and time of learning—with variability in length of class period, the school day, the school week and the school year.

The changes in the use of time by students at school will be correlated with corresponding changes in the life styles of our society brought about by technological change and social needs. A shift from a standard eight-hour day, five days a week for the work force to a split shift 12 hours a day, three days a week has the potential for increasing use of capital investment (buildings and heavy machinery) about 50 per cent for both government and private enterprise (a far greater savings potential than for school buildings).

McLain points out that a shortened workweek could reduce transportation fuel consumption about 40 per cent, city pollution nearly 50 per cent, peak mass transit burdens 50 per cent, and give the individual a four-day weekend as well. He further states:

A flexible work year, making it possible to group four-day weekends into longer blocks of time, would make it possible for the work force to have the equivalent of six months vacation a year *without reducing productivity*, while at the same time actually reducing cost of production. . . .

With more leisure time, the demand for freeways and interstate highways would abate since people could leisurely drive the slower roads and enjoy the scenery. With free time organized into more usable modules, people could volunteer for worthwhile public

[10] Thomas, op. cit., pp. 220-223.

services, helping to meet many social needs and providing an opportunity for purpose in life and self-fulfillment for the individual as well as developing a society with a greater social conscience.[11]

Our society has become lock-stepped and stereotyped in our thinking about the use of time. Our lock-stepped schedules of our children in school prevent us from thinking creatively about how to apply *time as a commodity* to deal with many of our societal problems; changes in our time schedules and life styles can save our society billions of dollars a year and help solve basic social and environmental problems in ways that money cannot buy. The time is now and the place to begin is the school.

Society continually challenges the educator; frequently he/she must turn to the legislator before he/she can take the first step in answering the challenges. You, as a legislator, can provide the latitude needed to cope with new problems and issues; you can undergird and smooth societal change and education for such change. How you perform your task is up to you; the Education Commission of the States hopes it has helped you to prepare for *your* challenge.

[11] For further expansion of these projections, read Chapter 4, *Year-Round Education*, John D. McLain.

Where to Get More Information

National Council on Year-Round Education: Paul D. Rice, Director, College of Education, Virginia Polytechnic Institute and State University, Blacksburg, Va. 24061

*John D. McLain, *Year-Round Education: Economic, Educational and Sociological Factors* (Berkeley, Calif.: McCutchan Publishing Corporation, 1973).

*George Isaiah Thomas, *Administrator's Guide to the Year-Round School* (West Nyack, N.Y.: Parker Publishing Company, Inc., 1973).

Bruce Campbell, *Year-Round Education Activities in the United States* (Trenton, N.J.: New Jersey State Department of Education, 1974).

Debra D. Nygaard, *Evaluations of Year-Round School Programs* (Arlington, Va.: Educational Research Service, Inc., 1974).

**Year-Round Community Schools* (prepared for AASA National Academy for School Executives; Arlington, Va.: American Association of School Administrators, 1973).

Pat McGraw, "Junior Doesn't Have to Bale Hay Anymore"; *Compact*, November/December '73; Denver, Colo., Education Commission of the States, 1973).

Proceedings of the Fifth National Seminar on Year-Round Education (Richmond, Va.: Virginia Department of Education, 1973).

The Impact of a Rescheduled School Year (prepared for the Governor and the Legislature of the State of New York; Albany, New York: The State Education Department, 1970).

**The Year-Round School: A Source Book and Review of the Literature* (prepared by the Research and Devel-

*Extensive bibliographies are included in these publications.

opment Area; Raleigh, N.C.: North Carolina Department of Public Instruction, 1973).

Doris M. Ross, *Legislation, Achievements and Problems in Education* (Denver, Colo.: Education Commission of the States, 1972).

Doris M. Ross, *1972 Legislation and Achievements: Year-Round Schools and Attendance* (Denver, Colo.: Education Commission of the States, 1973).

Doris M. Ross, *1973 State Education Legislation and Activity: Schools, Students and Services* (Denver, Colo.: Education Commission of the States, 1974).

Appendix

Selected Operational Year-Round Plans

AZ	Roosevelt School District No. 66. Jorgensen, Sunland, Rio Vista, Sierra Vista, Valley View, Lassen Junior High and one new facility	Margaret L. Smith Project Director 600 S. Seventh St. Phoenix, AZ 85040	45-15 staggered
	Sunnyside School District No. 12	Patrick B. Henderson Superintendent 470 E. Valencia Road Tucson, AZ 85706	45-15 staggered
CA	Chula Vista Elementary; 7 schools	Burton Tiffany Superintendent 84 E. J St. P.O. Box 907 Chula Vista, CA 92012	45-15 staggered, 6 schools; 45-15 block, 1 school
	Hayward Unified Park and Sequoia schools	Ray Arveson Superintendent 24411 Amador St. Hayward, CA 94540	50-15 block, mandatory, quarter, 200 days

Source: *Year-Round Education Activities in the United States* by Bruce Campbell, director, Extended School Year Programs, New Jersey Department of Education, Trenton, N.J., 1974.

CA (cont.)	ABC Unified Bragg, Cabrillo Lane and Furgeson schools	Charles Hutchison Superintendent 17923 S. Pioneer Blvd. Artesia, CA 90701	Continuous progress (flexible), 234-day school year
	Bear Valley Unified Schools, districtwide	Ralph Bell Superintendent 41220 Park Ave. P.O. Box 1529 Big Bear Lake, CA 92315	Optional quarter
	Fairfield-Suisun Unified, Richardson School	E. Tom Guigni 1025 Delaware St. Fairfield, CA 95016	Flexible all-year plus traditional

NOTE: New Jersey report lists a total of 32 operational plans in California. Year-Round Schools Project director is Don Glines, California State Department of Education, 721 Capitol Mall, Sacramento, Calif. 95814.

CO	Colorado Springs District No. 11, Russell Junior High	Tom Doherty Superintendent 1115 N. El Paso Colorado Springs, CO 80903	Concept 6
	Cherry Creek School District, Cunningham, Eastridge and Polton schools	Vern Shelley Project Director 9659 E. Mississippi Denver, CO 80231	45-15 staggered
	Jefferson County School District R-1	Bill White Project Director P.O. Box 15128 Denver, CO 80215	Concept 6
FL	Brevard County public schools, Cocoa High School	Robert Blubaugh Principal	45-15 school-within-a-school
	Broward County public schools, Nova schools	Warren C. Smith Director, Nova Schools Fort Lauderdale, FL 33314	200-day continuous program
	Dade County public schools, 22 secondary schools	Martin Rubinstein Project Director 1410 N.E. Second Ave. Miami, FL 33132	Quinmester (5 learning periods)

FL (cont.)	Pasco County public schools	Ralph Martin Project Director 603 S. Seventh Ave. Dade City, FL 33525	45-15 staggered
GA	Atlanta public schools, all secondary schools	Alonzo A. Crim Superintendent 224 Central Ave. SW Atlanta, GA 30303	Quarter optional

NOTE: Georgia lists 47 other districts offering four-quarter programs in which optional fourth quarter is on tuition basis. Atlanta's fourth quarter is tuition-free.

IL	City of Chicago public schools: Dusable High School, Dyett Middle School, Libby, Lowell and Raster Elementary Schools	Margaret M. Woods and William Crescenzo Project Directors 228 N. LaSalle St. Chicago, IL 60601	45-15 block
	Valley View District No. 365U	James Gove Project Director 104 McKool Ave. Romeoville, IL 60441	45-15 staggered
KY	Jefferson County School District (districtwide)	Robert Green Project Director 3332 Newberg Road P.O. Box 18125 Louisville, KY 40218	Quarter optional
LA	Marion Abramson Senior High School, New Orleans public schools	Julianna Bouoreaux Project Director 703 Carondelet St. New Orleans, LA 70130	Quinmester (5 learning periods)
MI	Haslett, East Lansing, Okemos and Holt public schools	Tony Waldren Project Director 1590 Franklin St. Haslett, MI 48840	Quinmester
	Northville public schools	Florence Panattoni Project Director West Main Street Northville, MI 48167	45-15 block

MI (cont.)	Parma-Western School District (districtwide)	David Collins Project Director 1400 S. Dearing Parma, MI 49269	45-15 block
MN	Mora School District, Mora Elementary School	Puis J. Lacher Project Director and Superintendent 400 E. Maple Mora, MN 55051	45-15
MO	Francis Howell School District	Alan M. O'Dell Project Director Route 2 St. Charles, MO 63301	45-15 staggered
MT	Missoula County High School District (districtwide)	George Zellick Superintendent 915 South Ave. W. Missoula County High School Missoula, MT 59801	Quinmester
NV	Clark County School District, Fay Herron Elementary School	Fenton Tobler Project Director 2832 E. Flamingo Road Las Vegas, NV 89109	45-15 staggered
	Washoe County School District, Anderson Elementary School	Richard Wright Project Director 425 E. Ninth St. Reno, NV 89502	45-15 staggered
	Washoe County School District, Sun Valley Elementary School	Charles E. Coyle Project Director 425 E. Ninth St. Reno, NV 89502	45-15 block
NH	Hudson School District, Alvirne High School	Robert J. Bettencourt Project Director Alvirne High School Derry Road Hudson, NH 03051	Quarter; optional summer quarter for all; sophomores restricted to only 3 quarters
NC	Buncombe County Public School District, Clyde A. Erwin High School, T.C. Roberson High School	Julia Capps Project Director Box 7557 Asheville, NC	Quarter optional

NC (cont.)	Winston-Salem/Forsyth public schools, Moore Laboratory School	Robert Severs Project Director P.O. Box 2513 Winston-Salem, NC 27102	45-15 block
OR	Canby School District No. 86 (districtwide)	Paul Ackerman 501 N. Grant St. Canby, OR 97013	45-15 staggered
	Gresham Elementary School District No. 4 (districtwide)	Gordon Russell Superintendent 1400 S.E. Fifth Gresham, OR 97030	45-15 staggered
	Molalla School District No. 35	William Jordan Superintendent P.O. Box 107 Molalla, OR 97038	45-15 staggered
PA	Clarion State College	John McLain and Donald Means Project Directors Clarion Research Learning Center Clarion State College Clarion, PA 16214	Flexible all-year school
	Rochester Area School District	Thomas Skinner Project Director 540 Reno St. Rochester, PA 15074	4-quarter optional

NOTE: Pennsylvania reported 15 other school districts operating some type of year-round plan.

SC	Rock Hill District No. 3 and Spartanburg District No. 7 (districtwide) joint project	Charles Hall Project Director 522 E. Main St. Rock Hill, SC 29730 and John Tillotson Dupre Drive Spartanburg, SC 29301	Quinmester optional
TN	Memphis public schools Sheffield and Woodale schools	Joe Worlick Project Director 2597 Avery Ave. Memphis, TN 38112	Quarter optional

TX	Quarter system mandatory for all school districts beginning September 1975. District may operate 3 or 4 quarters.* 186 operational districts	Ira E. Huchingson Coordinator Texas Education Agency 11th and Brazos Streets Austin, TX 78746	Quarter optional
UT	Nebo School District, Grant Elementary School	Waldo Jacobson Principal 50 S. Main St. Spanish Fork, UT 84660	Flexible extended 225-day year, attendance mandatory 180 days
VA	Richmond public schools, Henderson School, Middle School	C. Fred Bateman Project Director Henderson Middle School Old Brook Road Richmond, VA 23227	Flexible all-year
	Roanoke County public schools: Byrd High School, Byrd Intermediate, Hardy Road, Mt. Pleasant, R.E. Cook and East Vinton Elementary	Alan Farley Project Director 526 College Ave. Salem, VA 24153	Extended summer
	City of Virginia Beach public schools: Holland, Plaza, Windsor Woods and Windsor Oaks Elementary	James C. Mounie Project Director P.O. Box 6038 Administration Building Virginia Beach, VA 23456	45-15 staggered

NOTE: The four year-round elementary schools in Virginia Beach will return to a standard school year in September 1975 after two years of operation. The program was introduced originally as a research effort, says Project Director Mounie, and an Educational Testing Service evaluation of the small and short-lived project showed that, although student and teacher attitudes toward year-round schooling were good, split parental support and the highly mobile nature of the community hampered efficient operation of the program. Geographic attendance assignment by families resulted in disproportionate student groups, and savings amounted to only $8 per pupil. A variety of other factors, including a steadily mounting student enrollment, influenced the school board's abandonment of the experiment. Virginia Beach will build new schools.

York County public schools (districtwide)	Mary Anne Murphy Project Director Box 451 Yorktown, VA 23690	Pentamester optional

*ECS information

VA (cont.)	Prince William County schools: Gar-Field High School, Godwin and Saunders Middle, Minnieville, Kerrydale, Neabsco, Bel Air and Dale City Elementary	John Colson and David Lepard Project Directors Box 389 Manassas, VA 22110	45-15 staggered and conventional
WA	Franklin Pierce School District No. 402	Berne Bitemen Project Director 315 S. 129th St. Tacoma, WA 98444	4-1-4-1-1

Research Briefs from the Education Commission of the States

Vol. 2 No. 2— Major Changes in School Finance: Statehouse Scorecard
(May 1974, $2.00)

Vol. 3 No. 1— A Legislator's Guide to the Year-Round School
(January 1975, $2.00)

Vol. 3 No. 2— A Legislator's Guide to Education Accountability
(January 1975, $2.00)

Vol. 3 No. 3— A Legislator's Guide to Teacher Tenure
(January 1975, $2.00)

Vol. 3 No. 4— A Legislator's Guide to Collective Bargaining in Education
(January 1975, $2.00)

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