A needs assessment for a summer quarter program at North Shore Elementary School

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A NEEDS ASSESSMENT AND PROPOSAL FOR A SUMMER QUARTER PROGRAM
AT NORTH SHORE ELEMENTARY SCHOOL

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CHAPTER I
INTRODUCTION

In increasing number, school districts are adopting year round utilization of school facilities. Difficulty in obtaining school bonds from the community is promoting year-round schools as a means to remedy overcrowded classroom conditions. Several programs have been devised to meet this objective. The various plans for year-round school are:

Summer School Approach (Traditional)

This plan provides remedial, make-up, enrichment, and new acceleration courses. Children behind in their school work due to illness or difficulty in learning attend summer classes to increase their skills in deficient subjects. Other children in need of a greater challenge than the regular school year's curriculum may take advance classes for enrichment or acceleration.

Multiple Trails Approach

This plan allows a student to schedule any arrangement of school days desired, as long as he attends a minimum of 180 days. If he wishes to, the student may attend any amount in excess of 180 days.

Student Acceleration Approach

This plan reduces student enrollment through acceleration. The student may continue his education without taking a vacation. The tri-mester, quadrimester and extended summer segment programs are used to accomplish this. The continuous extended school year is
another plan in use.

**Term Rotation Approach**

The 45-15 plan involves nine weeks of school and three weeks of vacation throughout the entire year. In the four quarter plan, the student may elect or be mandated to attend any three of the four quarters. In some districts interim classes are offered for children during their vacation. These special classes provide enrichment activities such as music, arts and crafts.

**Four Quarter Plan**

The four quarter plan is another type of the term rotation approach. It involves a school year divided into four equal quarters. The student may elect or be mandated to attend three of the four quarters within each academic year.

The subject of this paper concerns the Bear Valley Unified School District's year-round school program. As mentioned in the above four quarter plan, the Bear Valley quarter system divides the conventional school year into four parts. Each quarter contains approximately fifty-nine days of instruction. A pupil who attends three quarters fulfills the California requirement of a minimum of 175 days of instruction. The major rationale behind a year-round program in Bear Valley is to disperse the student population throughout twelve months of enrollment, thereby maintaining an optimum enrollment for the school's facilities. This plan allows high school students to accelerate their graduation.

However, the first summer quarter (1973) in Bear Valley Unified School District had the following numbers of students in attendance:

Grades K-4 183

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Grades 5-8 127
Grades 9-12 115

In contrast, the following fall quarter (1973) had in attendance:

Grades K-4 584
Grades 5-8 607
Grades 9-12 585

This has resulted in continued overcrowded conditions in the Bear Valley Unified School District. If a larger number of students had registered for the summer quarter, and not for the fall quarter, the crowded conditions could have been alleviated. The winter and spring quarters are a repeat of overcrowding. Compounding the problem has been an increased growth in the community and school population.

In order to equalize enrollments in four quarters, it will require seventy-five percent of the students in a school to be in attendance during each of the four quarters. Approximately, twenty-five percent of the students would be on vacation in each quarter. Five hundred students would be in attendance in each school in each quarter, including the summer quarter. This would provide a more appropriate number of students in each class, thus making for a better learning situation.

In regard to this district's unbalanced enrollment, this paper will deal with the development of a continuous year-round program. Because the greatest discontinuity is between the spring and fall quarters, it is the intention of this paper to research and propose a program to encourage and increase the summer quarter enrollment. The reason being that parent's selection of their child's quarters of enrollment, rather than the district's mandation of this enrollment, makes for better school-community relations. Furthermore, it would take into greater considera-

2Ibid.
tion community life styles and traditions. Seasonal employment is an important factor in Bear Valley. The ski, fishing and boating facilities in this mountain community manipulate personal life styles.

In conclusion, John Gardner, former Secretary of Health, Education and Welfare, stated in the early 1970's.

The toughest question facing us now, in my judgment, is whether we have the courage and flexibility and imagination to innovate as the times require. Let us not deceive ourselves. The old days are not good enough. But giving up the old ways will be painful. Institutions fear change. In the face of change we all grow defensive, we all move toward protecting our particular vested interests. But the overriding vested interest of all of us is in the vitality of American education. This is the precious thing that we hold in trust.3

Bear Valley Unified School District must determine the success of its year-round school program through the understanding and support of the entire community. The total community effort involves complete cooperation of school administrators, teachers, and parents, as well as local organizations.

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CHAPTER II
THE PROBLEM AND DEFINITIONS OF TERMS USED

The Problem

The purpose of this study is to (1) research current year-round and summer school programs; (2) identify the factors responsible for only twenty-five percent enrollment of Big Bear students in the summer quarter; (3) develop a year-round program that will establish a continuous flow throughout all four quarters; and (4) develop a publicity program to familiarize the Bear Valley community with the newly developed program.

During Bear Valley's first year engaged in it's continuous four quarter school year, it has encountered a new problem of unbalanced quarter enrollment. Consequently, the old problem of overcrowded schools has been replaced by two overcrowded school quarters, specifically, the fall and winter quarters. This problem is chiefly due to the meager twenty-five percent attendance during the summer quarter. It is the intention of this study to develop a program that would provide a continuous flow of educational opportunities among all four quarters. This program will be developed in conjunction with the ideas and needs of the total community. Through community involvement in the development of the curriculum, by means of a survey, preservation of the community's desire to choose their vacation quarter may be maintained.

Importance of the Study

It is hoped that this study might provide an alternative solution, growing out of community needs, as opposed to a mandated enrollment by
the school governing board.

Assumptions of the Study

The following assumptions are considered basic in the furtherance of this study.

1. The Bear Valley Unified School District has the problem of unbalanced enrollment within the four quarters of the school year.

2. The Bear Valley Unified School District would prefer that parents be permitted to choose a vacation quarter, not to have a vacation quarter mandated by the school governing board.

3. The parents would prefer that they be permitted to choose a vacation quarter, not to have a vacation quarter mandated by the school governing board.

Delimitations of the Study

This study will be limited to the Bear Valley Unified School District. One elementary school K-4, one middle school 5-9 and a high school comprise the Bear Valley school system. Specifically, this study will develop a program for the elementary school. It is realized that success lies in a harmonious year-round program throughout the district. Whatever is developed for the elementary school should become an integral part of the total district's program.

Limitations of the Study

1. The study is limited to the Bear Valley Unified School District's problems, therefore it may not be equally applicable to other school districts.

2. The study is limited to Bear Valley's one year experience on the four quarter plan.

3. The study is limited to the findings in available literature pertaining to summer educational programs and year-round programs,
integrated with the assessed needs of Bear Valley parents and students.

4. The research for this study was limited to sources available in the University of California at Riverside Library, San Bernardino State College Library, ERIC, SMRC, and the Bear Valley Unified School District Professional Library.

**Definitions of Terms Used**

**Year-Round School**

For the purpose of this study, this term refers to year-round utilization of school facilities and personnel, maintaining a continuous twelve month educational program for children.

**Elective Four Quarter Plan**

In this paper, the term refers to the division of the conventional year into four equal school quarters from which the parents elect which quarter will be the students' vacation quarter.

**Participating Student, Participating Educator**
**Participating Parent, Participating Community Member**

As the terms imply, these individuals are people who would take part in the planning of the summer program, as well as become active members within such a program.

**Social Studies**

For the purposes of this study, the term *Social Studies* refers to a total curriculum involving all subject areas but the major emphasis will be on the social environment of the child and the physical environment of Bear Valley. Parent-assessed needs for the social studies curriculum will be incorporated into this program. These needs will be determined by the results of the parent survey.

**Procedures Used in the Study**

**Initiation of the Study**
This study is being undertaken after it became known that the continuous school year program adopted by Bear Valley has not eliminated overcrowded conditions. The optimum enrollment for which Bear Valley is striving, is seventy-five percent of the total student population attending each quarter. Since the summer quarter only had twenty-five percent enrollment, the following quarters were overburdened with heavy student enrollment. Spring quarter enrollment came close to the optimum seventy-five percent figure, but the school facilities in the fall and winter quarters were burdened with the original overcrowded conditions. Investigation of available year-round and summer programs coupled with an assessment of the community's ideas and needs will be conducted in this study.

Review of the Literature

In this section, selected literature pertaining to year-round and summer programs will be reviewed. In addition, articles and texts concerning the development of new and motivating programs in the area of social studies, environmental and outdoor activities will be investigated. These areas of investigation are intended to blend the natural environment of Bear Valley with the present Bear Valley curriculum.

Construction of the Questionnaire

The questionnaire is to be administered to all of the parents and students currently involved in the elementary school's year-round program in the Bear Valley Unified School District and will be developed after a review of the literature, consultation with the Master's Committee and in cooperation with the Bear Valley Unified School District.

Response to the Questionnaire
After the questionnaire is drafted and approved, it will be administered to the parents and students. The survey will then be tabulated and analyzed. From the combined results of the survey and research, it is the intention of this study to develop a motivating educational program for the elementary school's summer quarter.

Analysis of Total District Needs

This area will encompass an explanation of the high school, middle school, and elementary school's problems and their possible solutions to balancing the enrollment within each quarter.

The Proposed Program For the Elementary School

In conclusion, this study will be a proposal and development, in detail, of a continuous year program (K-4) that will represent a summation of the valuable information gained from the review of the literature and responses to the questionnaire.
REVIEW OF THE LITERATURE

Introduction

The purpose of this research was to discover existing knowledge concerning year-round programs, attitudinal surveys, and types of summer programs that would be applicable to the year-round school program in the Bear Valley Unified School District. This will be accomplished through a search of the literature and a review of the findings. In this study, research was evaluated in five areas, (1) existing summer programs; (2) social studies programs; (3) surveys concerning year-round programs; (4) year-round school programs; and (5) parent and community participation in educational programs.

Existing Summer Programs

In response to the charge that the children need the summer to regain their strength, Dr. Mayo is reported to have said there is something wrong with our educational system if it takes a full summer to recuperate.

Since the late 1800's and early 1900's summer schools have been an integral part of the United States school systems. The summer school issue as a continuous learning year-round program for children has been torn between many pro's and con's of educators and parents. The following paragraphs intend to review the advantages and disadvantages of summer programs as were found in the available literature.

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The disadvantages deal with the issue that children cannot learn in a longer school year. The prospect of children attending school for the whole year without a break, invokes emotional upsets with both parents and children. The strong feeling here is that a continuous learning year ruins the child’s childhood. This ruination can be simply explained in that the deprivation of a two or three month summer freedom from the confines of school and its educational rigors will cripple the fullest development of a child. The critical point in this development is the time a child and parent spends together, namely in the summer. Along this same train of thought is the feeling that children are uncomfortable in a classroom with the appearance of hot weather.

Historically, the agrarian way of life in early America set a precedent for school vacations. Traditionally, children were out of school during the summer so that they could aid in the harvesting of the crops.

Another factor that has been a disadvantage in the past is the issue of expense. Summer schools are costly programs. This support has been achieved by various methods; tuition, public contributions, or state and federal grants. Along with these support systems for the summer program comes the obvious discrimination of who can afford to attend or who is qualified under the guidelines of the grant.

The advantages deal with the following issues. Private agencies and organizations were the first to establish summer schools. Besides keeping children off the streets, these programs provided a curriculum to develop vocational skills. They were the only alternative for children who were failing in their regular school year. The vacation school provided opportunities for children to make-up subject areas
previously failed, raise grade averages and make-up work that had been missed due to illness or other such reasons.

As summer schools progressed, they added new aspects to their curriculum, such as enrichment courses, remedial programs and introductory classes. Federal funds in the 1960's made available the economic resources for special summer programs. Originally, they were designed for the nation's disadvantaged children. In the development of continuous education programs, the term "disadvantaged" has been enlarged upon to include the non-minority children who are physically handicapped, emotionally disturbed, culturally deprived, and those who, due to social, economic or racial backgrounds, progress very slowly in the academic level of school. In this situation, time is not the sole element in the success of these children, but it is an important element.

Summer school programs have statistically and observationally proven their success in furthering academic achievement for those who were fortunate enough to participate.

The problem now is determining how to provide good opportunity of a continuous school program for all children rather than the previous situation of an opportunity for only a few.

Social Studies Programs

Because of this study's desire to combine the unique educational experiences of Bear Valley's natural environment with the regular school curriculum, the area of social studies is given individual attention. Hopefully, the research available will guide this study in the development of such a program.

The building of a social studies program followed a particular

5Ibid., p. 10.
sequence of events in the literature reviewed. These are the sequential steps:

1. Choose a social science plan that will fulfill the intended objectives.

2. Organize the types of strategies desired for implementation of the selected plan.

3. Make the plan and strategies applicable to the particular community involved.

4. Establish a procedure for evaluating the program.

A review of the literature explored the types of social studies programs used in the past and those now in use. Until recently, the most dominant approaches were; the depth study- the child acquires experiences and gathers knowledge during or after which he must organize and evaluate these experiences, and the unit study- a series of related learning experiences organized around a topic or problem.

The more current approaches to curricula are: the Social Science-Centered, the Person-Centered, and the Inquiry Conceptual-Topical.

According to Bruce Joyce, the sequential objectives for the student in the Social Science-Centered are;

1. name the general elements of social science methodology
2. collect data, make inferences, and organize hypothecated experiments
3. recognize the general frame of reference of each social science
4. analyze small-group interaction using social science techniques and concepts
5. use social science knowledge to analyze social problems
6. describe the social movements that are changing the world
7. form personal values and develop a philosophy of personal and social life

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in the Citizen-Centered are;

1. take democratic action in groups large and small
2. diagnose and improve group performance
3. understand the development of democratic society
4. recognize the value of liberty, government by consent and representation
5. analyze social forces
6. think productively about the improvement of the society

in the Person-Centered are;

1. understand himself, his purposes, and his relations with others
2. use knowledge of his heritage and his interdependence with others
3. analyze his social relations and the structure of his society
4. examine his values and those of others
5. participate in the development of purposes in groups of which he is a part
6. participate in the development of human values

The Inquiry Conceptual-Topical program

...is structured around three elements; modes of social inquiry; concepts drawn from the social sciences; and particular times, places people, issues, or problems.

Strategies found to be effective in social studies programs are listed and categorized below.

Critical Thinking Strategies (Inquiry)

observed concepts
inferred concepts
ideal-type concepts
comparisons (example, cultural)
inductive thinking
group investigation
discussion questions

7 Ibid., Page 274
8 Ibid., Page 279
9 Ibid., Page 293
problem solving
establishing relationships
drawing conclusions
making generalizations
explanation of phenomena
analyzing information
synthesizing information

Multi-Media Strategies
role playing
creative art experiences
construction activities
dramatic activities
use of graphs
music activities
use of maps
cartoons
experience with globes and maps (use and making of)

Strategies for Written Social Studies Material
comprehension of written material
interpretation of written material
organization of written material

History
concept of time (era)
holiday observance

Research Activities
pupil reports
Ecology has been given a section to itself due to the importance given it in the literature reviewed. Ecology holds a vital role in today's social sciences.

If I assess the demand for public schools correctly, it would go something like this: in 1968 the California Legislature amended the EDUCATION CODE. These CODE changes mandated the public schools to teach an awareness of environment and use of natural resources in appropriate grades throughout the public schools. The State Department of Education is at this time implementing these provisions of the law.

In public schools, primarily in the elementary grades, our teachers are required to teach some thirty-seven subjects by State law. They are so segmented and so isolated that I think it is appropriate to tie these together. The environment can be the focus because all of them are directed towards helping the person function better in their environment.

It is the purpose of this study to adapt a suitable environmental program for the elementary school summer quarter in Bear Valley Unified School District.

Critique of the social science programs and methods described will be in terms of the results on the parent and student surveys of Bear Valley educational needs. The above review is a description of several beneficial programs. It is the intent of this study to determine which programs are best suited to Bear Valley. The surveys administered to the parents and students along with their tabulated results are in the following section.

The surveys indicated a high interest in the social science areas. The individual suggestions of both parents and students fall directly in the categories of health, science, safety, environment, social studies, and recreation. Note the parents' and students' suggestion lists in

Due to the nature of these learning activities, it is the opinion of this study that a form such as the depth study approach to social sciences is most appropriate. The reasoning for this is that according to the literature reviewed, the depth study involves itself with independent learning experiences as opposed to preorganized topics (units) of study. The child acquires experiences and gathers knowledge during or after which he must organize and evaluate these experiences. This approach is defined as one of the older approaches to social studies. The modern program that for the purposes of this study goes hand in hand with the depth study is the Inquiry Conceptual-Topical method. This program also takes independent learning experiences—a specific concept or topic such as those suggested by the Bear Valley community—and allows for the child to inquire and explore this specific experience. It is then the role of the educator to direct the child in the higher cognitive levels of analysis and evaluation of what he has experienced.

As for the lists of strategies found in the review of the literature, they are all usable and needed in the development of the Bear Valley program. Particular strategies have been suggested by parents who are willing to participate in their implementation. Example of specific requests are: explanation of phenomena—identification of edible and poisonous plants in San Bernardino area; comparisons (cultural)—study of a particular country and folk dancing; music activities—chorus, dancing, and piano; dramatic activities—dramatics and puppetry; construction activities—making an incubator, wood shop, bike repair, etc. These direct comparisons between the listed social science strategies and the community requests are endless. Likewise, they define the need
for the proposed program to include as many, if not all, of them as possible.

In conclusion, several schools have recently completed or are in the process of developing environmental or outdoor programs to meet their specific needs. The participants in this study are currently investigating these resources as possible guidelines to the development of the Bear Valley summer program.

**Surveys Concerning Year-Round Programs**

The surveys reviewed dealt with whether parents, teachers, or children like or dislike a specific program being used, or which program of several choices do they prefer. For example,

Do you prefer the 45-15 plan to the four quarter plan? (yes, no, undecided)

Do you feel that the entire district should be on the same year-round school program? (yes, no, undecided)

In my opinion, student achievement during the summer quarter as compared to the previous quarter was: (higher, the same, lower)

The surveys available did not seek solutions or investigate methods of developing educational (curriculum) programs that would resolve problems encountered by a specific school or community.

**Year-Round School Programs**

In the literature reviewed on year-round schools, the focus was primarily on reasons for utilizing school facilities year-round and methods of achieving this goal.

The reasons for utilizing school facilities year-round generate specifically from the problem of a shortage of classroom space coupled with the refusal of the public to pass building school bonds. The alternatives to the year-round school programs are; staggered days, double sessions, re-alignment of grade levels, less periods per day,
more students per classroom, rental of off-campus facilities (creates additional problems of transportation, classroom furniture and equipment, custodial care, cafeteria management), or purchase additional portable classrooms. These alternatives were developed in response to the public's reluctance to pass school bonds. The permanent solutions to these problems are new or additional school facilities. The year-round school programs came about as a temporary solution to the shortage of classroom space. It was hoped that this temporary solution would resolve either of these two problems: (1) that the year-round school would disperse the ratio of children using school facilities throughout the year until the district's total enrollment declined enough to eliminate the student housing problem; (2) that the year-round school would minimize the shortage of student facilities in growing school districts until the needed school building bonds could be appropriated.

So far, three states have passed legislation as to development and economic funding for year-round programs to meet the above mentioned needs. These states are California, Texas, and Illinois.

ABC School District in Artesia, California is the only school found in reviewing the literature available which bases its year-round program solely on the idea of improving the academic performance of children by expanding their educational opportunities. ABC School District did not state the problem of overcrowded facilities as part of their objectives in developing their year-round program.

Critical to the needs of this study, none of the studies reviewed dealt with specific curriculum or educational needs of schools on a year-round program. This area of study is too new and literature concerning it does not exist.
Parent and Community Participation in Educational Programs

The fifth section in the review of the literature concerns parent and community participation in educational problems. This section has been added to the original review of the literature due to the results of the surveys. Parents indicated on the surveys that they were extremely interested in participating in school programs. Furthermore, they indicated their specific areas of interest and knowledge. Also, the impact of the Early Childhood Education Act in the State of California has affected the future development of a program concerning North Shore Elementary School students. These students are between the ages of five to nine years.

Parent Participation

The literature reviewed concerning parent participation in education has been divided into five areas of interest. These five areas are (1) parent-adult education, (2) parent involvement models, (3) retraining of student teachers, (4) outlining the need for parent power in decision making on educational policy and curriculum and (5) parent involvement--benefits and precautions.

1. Parent-Adult Education- This section contained two emphases: (1) parent education of how to work with children in beneficial learning experiences both at home and at school, and (2) parent-teacher training concerned with how to work with one another as adults. The studies reviewed designed specific parent education programs for the needs of the communities and schools involved. They gave specific inservice training to parents concerning the goals of the programs and the instructional methods which were to be used. Examples of these programs are the SWRL Parent-Assisted Learning Program, Parental Involvement and
Parent Education program (Southwest Educational Development Laboratory) and Programs (courses) for Parent Education devised by Ellen B. De Franco, consultant for Los Angeles City Unified School District. These programs were totally devised by educators. Parent participation was not a factor in the development of parent education programs. The second area of concern is parent-teacher training. This area deals with how teachers approach and work with parents. The consensus is that teachers are not trained in the principles of adult education nor necessarily skillful in working with adults. Therefore in-service programs concerning characteristics of adult learners and techniques for working with adults are being developed. The Los Angeles Adult Education program has specifically developed such courses for parents. Also, less formally designed, are workshops between teachers and parents which share the types of learning and play activities done at home and school so that there is a cohesion of the two world's into the child's life.

2. Parent Involvement Models- Specific models of parent involvement have been touched upon in the previous section, namely the SWRL and Southwest Educational Development Laboratories programs. Both of these programs were designed to involve parents of disadvantaged children. Their specific emphasis are in the area of language or reading. Each program contained specific methods of instruction. The SWRL program contained specific parent-administered lessons for home which correlated with the lessons at school. There were approximately three home lessons a week. Another Parent Involvement model is the Child Parent Education Center in Chicago. This is one of the few models reviewed that involved parents in the development of the program: it's objectives and curriculum. The results of these programs laid great stress on obtaining and main-
taining parent participation. The success of the programs were academically measured by standardized reading tests (Metropolitan Test - Chicago Program) whose high scores were directly correlated to high degrees of parent involvement. The parent involvement program in Calvert County, Maryland is likewise a community, parent and educator-designed program. Particular concern is given to parent inservice. The way parents are oriented into a program may determine the program's success or failure. Further elaboration of this point will follow in a later section.

3. Retraining of Student Teachers- The literature suggested programs for in-service teachers in order to develop intimate contact between the local community and the individual teacher. In regard to teacher colleges, Leonard A. Popp states:

Faculty of teacher-training institutions would appear to bear a double responsibility regarding relations between the school and the public. First, faculty members must somehow make their students aware of the existing range of public opinion regarding the aims of the school. It is not sufficient that students come into contact with the dominant point of view. Secondly, faculty must prepare future teachers to deal more intimately with society as they work to advance the aims of the school.11

Common methods of doing this are by having methods classes in the field or by requiring student teachers to partake in community service activities. Popp feels that these methods are too limited. He suggests that the teacher-in-training confer with diverse social organizations such as women's rights, political and religious groups, professional associations, trade unions, etc. The discussions of these meetings should concern clarification of educational aims. These ideas are strictly hypothesis. This proposal has not been researched. Vito

Perrone at the University of North Dakota encourages his student teachers in such practices. He suggests that obtaining the support of the majority of parents in an intern teacher's class will carry the intern through the tide of criticism and negative action made by master teachers, administrators, and a minority of parents. This philosophy may be dangerously idealistic.

4. Outlining the Need of Parent Power in Decision Making on Educational Policy and Curriculum— The research demanded that the need for parents to make decisions on educational aims is critical. Some of the researchers described the need but were not sure of how to achieve parent power. On the other hand, some studies have detailed descriptions of how parents may participate, but the decision making is done by the professional educators. (SWRL) (Southwest Educational Development Laboratory) (Calvert County) Few studies offered specific programs of how school authorities activate parents into a decision making role or how active parents incorporate themselves into the authoritarian power of the professional educators. The studies reviewed give parents the superficial role of helping to evaluate extracurricular or supplemental activities, such as teaching sewing or listening to a child read. Parents are not given a role in deciding core curriculum or educational practices, (Conant, Boyson, Boutwell).

5. Parent Involvement—Benefits and Practices—According to the research, benefits of parent participation go to several recipients: the children, the teachers, the school (institutions) image, the community and the parents themselves. The children benefit from the individual attention of parents aiding in the classroom and the greater knowledge of their learning process gained by their parents. The teachers benefit by having more time to prescribe and analyze learning activities for children while parents are aiding in the carrying out of these activities.
The community benefits through the resources explored and incorporated by parents into the school's curriculum. The school's image is benefited by the active support and good publicity of involved parents who are pleased with their children's development. Finally, the parents benefit through their increased knowledge in the area of child-adult relationships, what the educational system is doing and how it works, the differences of children and how they learn and how they personally can guide their child's growth more effectively.

The greatest precaution of a parent participation program is in the planning, training and supervision of volunteers. The direct coordinators of such a program should be carefully selected. In particular the coordinator needs to be responsive to parent suggestions, specific to what the volunteer work. Also, parent's training should be specific as to the responsible, ethical and professional manner in which they work at the school.

Community Participation

A review of the literature in this area indicates that while school districts are encountering some hesitancy in parents volunteering to participate in the schools, the same district's are experiencing great difficulty in truly involving the "community" in school decision-making. It seems that

...the school must become a part of the local community before it can be influenced/shaped/modified. The local community must develop a sense of community before it can influence a school. The community must assign to a segment of itself the responsibility for ensuring that the school is an instrument of the community and not of the district school board or system. That responsibility rests with families, not individuals; parents, not teachers; supportive community groups and not the school system.  

There are many facets to community participation. Each facet shows a different relationship of the parent/community member to the school. Mario D. Fantini has organized these facets of community participation into various types of participation. There is participation for public relations, instructional support, community service, crisis resolution, accountability and school governance.

In considering participation for public relations, the educational institution views the parents and community members as "clients". The participation of the "clients" is regarded as a privilege, not a right. The intent of this type of participation is to control what is being communicated to the parents and community members. The best examples of the school program are displayed and communicated to them. Parent and community participation is encouraged so long as their participation is acceptable to the school.

Within the framework of participation for instructional support, the schools attempt to tap community resources and thereby broaden the schools' base of talent. In some areas, paraprofessional programs are established, sometimes on a volunteer basis, but more often on a paid aide basis.

... Paraprofessionals assume such duties as supervision of lunchtime and recess activities, operating audio-visual equipment, assisting children with homework, tutoring in specified skill areas, assuming the teacher's clerical functions, preparing materials used in teaching and demonstrations, correcting homework, assisting students at home in subjects requiring special competency, ...and working with small groups in special technical areas... 13

Another form of participation is for community service. Under this type, community involvement is increased by developing "community schools".

In simplified terms, "community schools" are schools which offer the community a wide range of services and programs before school, after school, and in the evenings. Some of these schools operate seven days a week.

Another type of community participation concerns crisis resolution. This form involves the parents by requesting they attend a meeting to help solve a major school crisis (i.e. going on double sessions, bussing, going on year-round school, etc.). These cases represent the times when school auditoriums are filled to capacity and the participants have strong feelings about the issues involved. These instances are created to find immediate resolutions to immediate problems.

The last type of community participation is for accountability and school governance. The purpose of this type is to involve the parents and community members in the making of educational policies and decisions. This is the form of community participation most emphasized today. Mario D. Fantini cites five major ways that have emerged to try to bridge the gap between school and community decision and policy making:

1. Consultative. With this approach, school officials make a point of conferring with various community organizations, groups, and individuals before making a decision, which remains with the professional.
2. Advisory. Many schools have formed community advisory councils with whom they interact on a regular basis. School officials retain final decision-making functions. Certain forms of decentralization utilize this pattern.
3. Shared. Under this pattern, professionals and consumers have an equal voice in shaping policy. This usually included equal representation of laymen and professionals on some governing structure. Decisions are arrived at by the consensus.
4. Community control. This pattern shifts the bulk of decision-making authority to the layman, for example, local governing boards, individual school trusteeships, etc.
5. Individual or family control. This pattern views an individual and/or family as the ultimate selector of that type of education which suits them. This form of participation makes the family the consumer with the right to choice of school, for example, educational vouchers.¹⁴

¹⁴Ibid., p. 679
Two programs mentioned in the articles read are notable. The first is a federally funded program handled by Afram. The second is in Calvert County, Maryland.

Afram Associates, Inc. Has been conducting a federally funded program by the Follow Through Branch, Division of Compensatory Education, U.S. Office of Education. Afram acts as a sponsor and provides services to various communities that request their aid. It provides services to Parent Implemented Programs located in six different states (serving 70,000 children).

The Parent Implementation Follow Through Model recognized the necessity for parental decision making and problem solving. Parent participation is not viewed as a mere privilege or as a legal right. Rather, it is perceived as a natural right, non-negotiable in form, in which the love and security offered by parents are consciously perceived as being defined by the parent/community and not the school staff alone. Educational achievement is examined in the context of the natural contributions which parents make to the learning process. Afram believes that this achievement cannot be measured as being separate from parent involvement/decision making.

Calvert County developed their program as an outgrowth of their Head Start class to make the teachers aware of what the children had done in Head Start. The project was funded through a small grant from the State Department of Education. The purposes of the project were threefold:

1. To develop continuity among the Head Start, Kindergarten, and primary school programs so that children will master, in proper sequence, those developmental skills which are prerequisites for success in learning during the formal school years.
2. To employ interdisciplinary approaches with existing agencies, such as social services, health department, and county extension services, to provide enrichment and intervention activities.

3. To familiarize and involve parents and other community adults in the educational programs related to these children. Before the parents, community members, and teachers could begin work on the project, they set some common goals. The parents and community members had an equal voice with professional educators. This group came up with a curriculum guide called "Sequential Experiences for Children Ages Three to Seven".

Future research needs to be done especially in the areas of teacher training and parent power. The studies elaborated in detail on ways of using parents as aides. However, the area of developing teacher awareness of total community views of education were vague. Also, the area of parent power in deciding basic curriculum and school policy was superficial. Their role generally played second fiddle to the professional educator's. Moving the role of decision making from a narrow vista of professional educators to a total community role and from there moving the role of professional educators from the arena of curriculum authority to curriculum administering is still in the hypothetical stage.

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16 Marilyn Church, "Calvert County Develops A Program in Continuity", Educational Leadership, November 1973. p. 167
CHAPTER IV
METHOD OF RESEARCH

Description of Subjects

The purpose of this research is to assess the needs of the parent and student population of North Shore Elementary School. As described previously, the parents have chosen to pursue the four-quarter year-round school plan as a means of alleviating overcrowded facilities, but ignore the need to balance enrollment within the quarters. The imbalance of quarter enrollment sustains the problem of overcrowded school facilities. Due to these circumstances, this research feels that the needs of the total community must be assessed in order to resolve the problem. Therefore, the total student ( ) and parent ( ) population of North Shore Elementary School is used as the subject of this research.

Description of Measures Employed

Two surveys will be employed in this research. Both surveys contain eleven activities of interest, which were determined by the information gained from the review of the literature and response of the parents to successful activities in 1973's summer program. Additional suggestions by parents and students are also part of these surveys.

The parent subjects will be asked to rate the eleven areas of interest on a scale of value from one to five.

1= Very Valuable
2= Valuable
3 = Of Some Value
4 = Indifferent
5 = Of No Value

They will be asked whether or not they are willing to participate in each area, (Yes or No). Finally, the parent subjects will be asked how they are willing to participate.

The student subjects will have a much more simplified response to their surveys due to the immaturity of this population. The children of North Shore Elementary School range between five and nine years of age. They will be asked to respond to each activity of interest by a scale of YES, NO, or ?.

Copies of the two surveys are presented on the following two pages.

Research Design and Procedures

The purpose of this study is to (1) identify the factors responsible for the low (twenty-five percent) attendance in the Bear Valley Unified School District, (2) develop a summer program that will eliminate the factors responsible for this low attendance, and (3) develop a publicity program to create community awareness of the new program.

After the survey has been administered and analyzed, development of the actual summer program may begin.

The summer program will combine the pertinent findings in the review of the literature;

1. The available studies on summer programs
2. The social studies plan and strategies pertinent to Bear Valley
3. The opportunity of an environmental experience program with the needs of the parents and children in the Bear Valley community.

Finally, a method for presenting the completed program effectively to
**Student Survey**

**DIRECTIONS TO THE TEACHER:** Please read the instructions and the list of activities to your students.

**INSTRUCTIONS:** If you would like to do these activities, please circle the word **YES**. If you don't want to do these activities, please circle the word **NO**. If you are not sure of whether or not you would like to do these activities, please circle the **?**. At the bottom, please list other activities you might like to do.

<table>
<thead>
<tr>
<th>Activity</th>
<th>YES</th>
<th>NO</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camping Trip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic First Aid Course</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Planting a Garden</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoreline Fishing Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Plaster Casts of Animal Tracks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Sand Candles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Editorial in Community Newspaper</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Survival Course From Forestry Service</td>
<td></td>
<td></td>
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<tr>
<td>Construction of Baths, Feeders, and Houses for Birds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Social Studies Slides and Films</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggestions for other activities:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
If your child could be given an opportunity to participate in the following learning experiences, how would you feel about them?

1=Very Valuable  2=Valuable  3=Of Some Value  4=Indifferent  5=Of No Value.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Scale of Value</th>
<th>Would you be willing to participate?</th>
<th>How would you be willing to participate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camping Trip</td>
<td>1 2 3 4 5</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Basic First Aid Course</td>
<td>1 2 3 4 5</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Planting a Garden</td>
<td>1 2 3 4 5</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Shoreline Fishing Instruction</td>
<td>1 2 3 4 5</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Making plaster casts Of Animal Tracks</td>
<td>1 2 3 4 5</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Making Sand Candles</td>
<td>1 2 3 4 5</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Student Editorial in Community Newspaper</td>
<td>1 2 3 4 5</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Survival Course From Forestry Service</td>
<td>1 2 3 4 5</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Construction of Baths, Feeders &amp; Houses for Birds</td>
<td>1 2 3 4 5</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Making Social Studies Slides and Films</td>
<td>1 2 3 4 5</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Swimming Instruction</td>
<td>1 2 3 4 5</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Your Suggestions:

Thank you very much for your participation. The results of this survey will be sent home to you.

Thank you, Alta Germany and Terry Atkins
the community should be initiated.

In conclusion, it is hoped that (1) the process employed in gathering information needed to create a beneficial summer program; (2) the actual creation of the program itself, and (3) the publicity program to present and sell the finished product to the community; will help and/or guide the numerous school districts, found in the review of the literature who are tackling similar problems with their present curriculum after their first year or two involved in a year-round school system.
CHAPTER V

FINDINGS OF THE RESEARCH

Introduction

This chapter is a presentation of the findings of the research. The problem is restated. Findings of the research are identified and interpreted. Additional data concerning the problem is analyzed. Further analytical procedures concerning new findings is described.

Restatement of the Problem and Its Importance

The purpose of this study is to (1) research current year-round and summer school programs; (2) identify the factors responsible for only twenty-five percent enrollment of Big Bear students in the summer quarter; (3) develop a year-round program that will establish a continuous flow throughout all four quarters; and (4) develop a publicity program to familiarize the Bear Valley community with the newly developed program.

During Bear Valley’s first year engaged in its continuous four quarter school year, it has encountered a new problem of unbalanced quarter enrollment. Consequently, the old problem of overcrowded schools has been replaced by two overcrowded school quarters, specifically, the fall and winter quarters. This problem is chiefly due to the meager twenty-five percent attendance during the summer quarter. It is the intention of this study to develop a program that would provide a continuous flow of educational opportunities among all four quarters. This program will be developed in conjunction with the ideas and needs
of the total community. Through community involvement in the development of the curriculum, by means of a survey, preservation of the community's desire to choose their vacation quarter may be maintained.

It is hoped that this study might provide an alternative solution, growing out of community needs, as opposed to a mandated enrollment by the school governing board.
RESULTS OF THE PARENT SURVEY

Number of Parent Surveys sent out = 451 (the total number of families that have students attending North Shore Elementary School, K-4)

Number of Parent Surveys returned = 263

Percent of Parent Surveys returned = 58

<table>
<thead>
<tr>
<th>ACTIVITY OFFERED</th>
<th>SCALED VALUE</th>
<th>PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Raw</td>
<td>%</td>
</tr>
<tr>
<td>Camping Trip</td>
<td>93</td>
<td>35.2</td>
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<tr>
<td>Basic First Aid Course</td>
<td>168</td>
<td>61.8</td>
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<tr>
<td>Planting a Garden</td>
<td>77</td>
<td>21.3</td>
</tr>
<tr>
<td>Shoreline Fishing Instruction</td>
<td>64</td>
<td>20.6</td>
</tr>
<tr>
<td>Making Plaster Casts of Animal Tracks</td>
<td>41</td>
<td>15.5</td>
</tr>
<tr>
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<td>35</td>
<td>12.6</td>
</tr>
<tr>
<td>Student Editorial in Community Newspaper</td>
<td>38</td>
<td>14.4</td>
</tr>
<tr>
<td>Survival Course From Forestry Service</td>
<td>163</td>
<td>56.8</td>
</tr>
<tr>
<td>Construction of Baths, Feeders, and Houses for Birds</td>
<td>48</td>
<td>18.3</td>
</tr>
<tr>
<td>Making Social Studies Slides and Films</td>
<td>31</td>
<td>11.6</td>
</tr>
<tr>
<td>Swimming Instruction</td>
<td>227</td>
<td>82.3</td>
</tr>
</tbody>
</table>


RESULTS OF THE STUDENT SURVEY

Number of Student Surveys sent out = 584 (the total student population at North Shore Elementary School, K-4)

Number of Student Surveys returned = 510

Percent of Student Surveys returned = 92

<table>
<thead>
<tr>
<th>ACTIVITY OFFERED</th>
<th>YES</th>
<th>NO</th>
<th>?</th>
<th>NO RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RAW</td>
<td>%</td>
<td>RAW</td>
<td>%</td>
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<tr>
<td>Camping Trip</td>
<td>421</td>
<td>82.55</td>
<td>63</td>
<td>12.35</td>
</tr>
<tr>
<td>Basic First Aid Course</td>
<td>315</td>
<td>61.76</td>
<td>146</td>
<td>28.63</td>
</tr>
<tr>
<td>Planting a Garden</td>
<td>305</td>
<td>59.80</td>
<td>160</td>
<td>31.37</td>
</tr>
<tr>
<td>Shoreline Fishing Instruction</td>
<td>322</td>
<td>63.14</td>
<td>112</td>
<td>21.96</td>
</tr>
<tr>
<td>Making Plaster Casts of</td>
<td>336</td>
<td>65.88</td>
<td>115</td>
<td>22.55</td>
</tr>
<tr>
<td>Animal Tracks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Sand Candles</td>
<td>367</td>
<td>71.96</td>
<td>91</td>
<td>17.84</td>
</tr>
<tr>
<td>Student Editorial in</td>
<td>203</td>
<td>39.80</td>
<td>246</td>
<td>48.24</td>
</tr>
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<td>Community Newspaper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survival Course From</td>
<td>358</td>
<td>70.20</td>
<td>94</td>
<td>18.43</td>
</tr>
<tr>
<td>Forestry Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction of Baths, Feeders, and Houses for Birds</td>
<td>321</td>
<td>62.94</td>
<td>118</td>
<td>23.14</td>
</tr>
<tr>
<td>Making Social Studies</td>
<td>315</td>
<td>61.76</td>
<td>137</td>
<td>26.88</td>
</tr>
<tr>
<td>Slides and Films</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming Instruction</td>
<td>427</td>
<td>83.69</td>
<td>54</td>
<td>10.58</td>
</tr>
</tbody>
</table>

% are rounded off to nearest hundredth
## Combined Results of the Student Survey

<table>
<thead>
<tr>
<th>Activity</th>
<th>Positive Response</th>
<th>Not Positive Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camping Trip</td>
<td>82.55%</td>
<td>17.44%</td>
</tr>
<tr>
<td>Basic First Aid Course</td>
<td>61.76%</td>
<td>38.23%</td>
</tr>
<tr>
<td>Planting a Garden</td>
<td>59.80%</td>
<td>40.39%</td>
</tr>
<tr>
<td>Shoreline</td>
<td>63.14%</td>
<td>36.86%</td>
</tr>
<tr>
<td>Fishing Instruction</td>
<td>65.88%</td>
<td>34.12%</td>
</tr>
<tr>
<td>Making Plaster Casts of Animal Tracks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Sand Candles</td>
<td>71.96%</td>
<td>28.04%</td>
</tr>
<tr>
<td>Student Editorial in Community Newspaper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survival Course From Forestry Service</td>
<td>70.20%</td>
<td>29.81%</td>
</tr>
<tr>
<td>Construction on Baths, Feeders, &amp; Houses</td>
<td>62.94%</td>
<td>37.06%</td>
</tr>
<tr>
<td>Making Social Studies Slides &amp; Films</td>
<td>61.76%</td>
<td>38.25%</td>
</tr>
<tr>
<td>Swimming Instruction</td>
<td>83.69%</td>
<td>16.27%</td>
</tr>
</tbody>
</table>
## COMBINED RESULTS OF PARENT SURVEY (SCALED VALUE)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Positive Response</th>
<th>Not Positive Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camping Trip</td>
<td>81.75%</td>
<td>18.24%</td>
</tr>
<tr>
<td>Basic First Aid Course</td>
<td>91.26%</td>
<td>8.74%</td>
</tr>
<tr>
<td>Planting a Garden</td>
<td>80.23%</td>
<td>19.77%</td>
</tr>
<tr>
<td>Shoreline Fishing Instruction</td>
<td>74.90%</td>
<td>21.29%</td>
</tr>
<tr>
<td>Making Plaster Casts of Animal Tracks</td>
<td>55.90%</td>
<td>40.30%</td>
</tr>
<tr>
<td>Making Sand Candles</td>
<td>59.47%</td>
<td>40.30%</td>
</tr>
<tr>
<td>Student Editorial in Community Newspaper</td>
<td>53.23%</td>
<td>42.59%</td>
</tr>
<tr>
<td>Survival Course From Forestry Service</td>
<td>89.36%</td>
<td>10.64%</td>
</tr>
<tr>
<td>Construction of Baths, Feeders, &amp; Houses</td>
<td>67.68%</td>
<td>28.52%</td>
</tr>
<tr>
<td>Making Social Studies Slides and Films</td>
<td>61.98%</td>
<td>38.03%</td>
</tr>
<tr>
<td>Swimming Instruction</td>
<td>95.44%</td>
<td>4.56%</td>
</tr>
</tbody>
</table>
PARENT SUGGESTIONS

field trips
body & dental hygiene
horsemanship
fire prevention & safety (Fire Dept.)
crafts
canoeing
animal husbandry
courtesy
dramatics
chorus
cooking
typing
4-H courses
Identification of Edible and Poisonous Plants in San Bernardino area

STUDENT SUGGESTIONS

horseback riding
making horseshoes
making bikes
costumes
track meets
field trips
caring for a pet
metal shop
carpentry
bird watching
ballet
Knott's Berry Farm
blocks & trucks
kickball
catching tadpoles
tennis court
roller skating
boating
textile work
pottery
go-cart racing
sack racing
poster drawing
raising goats
cameras
reporting for a newspaper
study Indians
study doctors

hunting
making
inspecting
paper
soccer
shooting
sailing
housecleaning
hunting
plant
climbing
nature
trip
trip
training
study
study
Orgami
target
fire
archery
acrobats
Mini-Enduro '70's

hunting
making
ice
go
pollution
wood
making
rock
baseball
Disneyland
horseshoes
science projects
Catalina
bike safety
wood shop
collecting
glass
tie-dying
drawing
auto
trip
trip
raising
raising

guitar
making
making

nature walks
riding bikes
visit fire station
football
water skiing
arts & crafts
tractor riding
making a raft
nursing
basketball
Busch Gardens
chess
knitting
ride in airplanes
bike courses
bike trips
go to zoo
boat racing
make doll clothes
relay races
leather tanning & tooling
pillow making
raising birds
motor cross racing

make an incubator & hatching chicks

teach school for one week
learning how to babysit

dare devil baseball
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Social Sciences


Summer Programs


Year-Round Schools


"Considerations for an Expanded School Year, Panel Discussion." Compact special 5 issues. 1971.


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La Mesa Spring Valley School District. Year Round School...for Continuous Education. La Mesa: La Mesa-Spring Valley School District, 1971.

Mallory, Stephen R. "Year Round School: Coming, Coming, Here?" School Management (August 1971).


Vanderslice, H. R. "Five Year's Experience with the All-Year Schools" Elementary School Vol. 34 pp256-268. (Dec. 1933).


Parent and Community Participation in Educational Programs


Church, Marilyn, "Innovations in Education- Calvert County Develops a Program in Continuity", Educational Leadership. November 1973

Conant, Margaret M. "Teachers and Parents: Changing Roles and Goals", Childhood Education. Vol 48. December 1971


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At North Shore Elementary School)

A. Environmental Studies

Division of Academic Planning, California State Colleges. Proceedings
of an Invitational Workshop on Curriculum Development in Ecology
and Related Environmental Sciences. Los Angeles, California:

This book contains the lectures given at the Invitational
Workshop on Curriculum Development in Ecology and Related
Environmental on December 10-11, 1970. The program encompassed
four areas of concern: (1) a description of programs to develop
managers of the environment, (2) information of existing
programs that develop the technological skills needed by
persons maintaining a healthy environment, (3) defining of
curricula pertaining to the pure and applied sciences of the
environment, and (4) importance of students experiencing the
study of living things and their environment.

Hall, J. Tillman. School Recreation: Its Organization, Supervision

This source describes areas of recreation involving
extra-curricular school activities. It predominantly describes
facets of physical education activities (intra-mural sports
and extra-mural programs). It goes to great length to describe
the organization and supervision of such programs.

Kotsonis, Helen Hoch and Baker, Bill. Modern Lesson Plans in
Environmental Science. West Nyack, N.Y. Parker Publishing

This is an enrichment book designed to help the teacher by
means of being a resource of environmentalist's concerns and
ways of presenting these concerns to their students. There
are fourteen different environmental lesson plans which include;
the objective of the lesson, lists of materials, procedures,
alternative procedures, pertinent facts, suggested quiz
questions, lists of audio-visual materials and projects
and a suggested bibliography for both students and teachers.

Rogers, Vincent R. Teaching in the British Primary School. London:

This source defines the philosophy and format of the
British Primary School. In conjunction with their format of
education, forms of team-teaching, child-centered programs
and individualized instructions are described.
B. Social Sciences


This volume presents the concepts and skills of geography in co-ordination with the study of social communities. It describes the design of such a program. A detailed analysis of geographical content and map skills in relation to a sequential teaching-learning discipline is also given.


This is a textbook describing the content of the discipline of social studies. Michaelis grounds social studies in the fields of history and social sciences. Units of instruction and instructional media are presented through concepts and methods of inquiry pulled from history and the social sciences.

C. Year-Round Schools


This book is predominantly a summary of various kinds of year-round school programs adopted by different school districts. It also includes information concerning community relations programs and surveys of community reactions.


This volume is an explanation of the rationale behind the development of year-round school programs. It deals with educational justification, economical value, projecting student housing, cost reduction and teacher staffing for a continuous learning year.


This is a detailed description of the 45-15 year-round school plan. It explains pupil scheduling and teacher scheduling. It contains a brief summary of research of year-round school plans, ways of preparing the community for it and the financial costs involved in running a year-round school.

D. Community Involvement in Educational Programs


This article discusses two major principles concerning community participation: (1) "...community involvement is most widespread and effective when the issues are real and personal", (2) "...community involvement is most real and personal at the individual school level."
Church, Marilyn, "Calvert County Develops a Program in Continuity", Educational Leadership, November 1973.
   Discusses Calvert County's project, an outgrowth of Head Start, to develop a program with continuity from ages three to seven. It explains the steps used to develop the program, (i.e. workshop for parents and teachers, committees, end product).

Fantini, Mario D., "Community Participation: Many Faces, Many Directions", Educational Leadership, May 1972
   Fantini defines the "school community". He cites examples of "community participation". He discusses participation in public relations, instructional support, community service, crisis resolution, and accountability and school governance.

   This article explains how the school is subject to political abuse. It recommends that teachers not accept accountability as passed down with its rules and regulations. The whole community must continually evaluate the school. Teachers should be responsible and accountable for instructional decisions.

   Discusses the Chain of Command within school districts. Discusses the failures inherent in this Chain of Command.

   This article is an analysis of the numerous federal, state, and local agencies, groups, and individuals that influence curriculum decisions. They offer alternatives for change. Increasingly, they see their role as one of creating change. The participation of the local community in curriculum decisions is minimal. Decision making on curriculum is very political.

   Discusses how and why minority groups in a Harlem school changed from being "agrieved complainants" to "articulate spokesmen" to achieve a social movement. The community was to engage itself in defining, governing, and defending itself against negative influences. Afram's services and guidelines to communities are explained in relation to the Parent Implemented Programs.

   Cites reasons why Early Childhood Education is important to today's education. Explains various ways to get parents involved in the school. Stresses the development of happy and successful parents.
E. Parent Participation in Educational Programs


This article elicits the decline in the passing of school bonds to a vote of "no confidence" by the public concerning the educational system. This decline in public funds for schools is attributed to poor alliances of schools with parents. Boutwell gives a list of suggestions on how to re-establish faith among citizens. One list is of suggestions for school administrators in dealing with parents. The other list is of suggestions for teachers in dealing with parents.

Boyson, Rhodes. "Power to the Parents", *Times Educational Supplement*. Col. 3028 p. 4 June 8, 1973

Boyson describes the dissatisfied situation of parents in London. The quality of individual schools, methods of instruction and the curriculum taught vary from school to school. The poorer quality schools are within the inner London area. This article explores the parents' right to have the power of choosing the particular school that they prefer for their sons and daughters, rather than being mandated to a specific school by the local educational authorities.


The author defines common negative feelings and actions parents and teachers foster toward one another. She lists the benefits of parent involvement in the classroom, both to the children and to the parents. Attention is given to the ways and important concerns of the school in initiating and administering a parent participation program.


This article is based on the premise that children learn faster and better if their parents take an active interest in their school work. The author outlines several programs for educating parents in the areas of psychology of parent-child relationships and methods and materials related to helping children with reading. In order to aid parents and teachers in their attempts to work together, the author describes courses in characteristics of adult learners and techniques for working with adults.


This model compensatory education program is called The Child Parent Center program and is located in Chicago. The article describes the program and analyzes the data of its
This program has been in existence for six years. It attributes success to "(1) early involvement, (2) continuity of programmatic approach, (3) heavy parent involvement, especially in pre-school years, and (4) structured language/basic skill orientation.


This paper describes strategies employed in designing one component of the Early Childhood Learning system—the Bilingual Early Childhood Program for Spanish-speaking children ages three through five. Parent involvement was incorporated through a program called Parental Involvement and Education. The last section in this paper describes this parent program. The dominant goals were developing an active and positive interest of parents in school and teaching parents how to incorporate learning activities into their regular home life.


This study researched increasing pupil achievement through using parent-administered practice at home following classroom instruction. The method used was the SWRL Beginning Reading Program in conjunction with SWRL Parent-Assisted Learning Program. The results analyzed the four different options used by different inner city schools to obtain and maintain parent support.


This article deals with the issue of actively involving parents in education. The author states that parents should contribute as responsible partners to the school by assisting teachers. Parents should actively partake in establishing goals, contribute directly to the instructional program and evaluate educational outcomes. The author discusses methods used in bringing these parent involvement activities into existence in North Dakota.


This article outlines a changing of the PTA from a trivial alliance to a program of parent teacher assistants. Popp quotes research as proving that the parents and children are more than ready for such a program. The basic need now is for the colleges of education to train prospective teachers in handling themselves and operating such a program. Popp, also, outlined a suggested program for teacher in-training.