

Year around school

Pine City explores changing its calendar

by Cindy Rolain

Is year around school a realistic option in Pine City?

As school board members and administrators begin to explore the year around concept, they want local residents to help them answer that question.

"I would really like to know what the community feels," Pine City High School Principal Don Lund said. "I really am undecided. I want to listen to a lot of people, to the pros and cons. I want to hear what the stakeholders have to say about it, the teachers, the parents."

To help educate school officials and the public about the varied forms year around education can take, school board member Debbie Bombard recently attended a conference in Las Vegas. The 24th annual National Association for Year Around Education event brings people who are interested in year around school together with those already involved in it. Bombard came back sold on the concept.

"I'm selfish," she told the Pioneer last week. "I want the best I can get for my kids, and I really feel they would get the best out of this. They would be learning more, retaining more, and they would have the chance, in intercessions, to work on topics they can't always work on after school."

School districts establish their year around calendars based upon the needs of the people in the communities they serve.

Some, like the 45-15 single track plan, rearrange the 180-day school year to shorten the three-month summer vacation. All students and teachers attend school for nine weeks and then take a 15-day vacation, repeating the sequence four times each year. The multi-track 45-15 plan uses the same sequence of school days and vacation but divides students into two or four groups. Three of the groups attend school while the fourth vaca-

tions. The vacation rotates among the groups.

A 60-20 plan has students attending school for 60 days and vacationing for 20. A school year would include three 60-day terms and three 20-day vacations. A 90-30 plan includes two 90-day semesters separated by a 30-day vacation period. Schools close during the traditional holidays and for spring vacation. The quinmester plan divides the school year into five parts, with students required to attend four of the five. The school year may range up to 220 days, and vacation periods average about seven weeks.

"When districts decide to implement year around school," Bombard said, "the calendar takes the most time. You need to get business input, parent input, community input before you determine which plan you'll use."

In the year around school concept, vacation periods, called intercessions, are often used to offer remedial lessons and enrichment programs to students who need or want to participate.

"We visited two elementary schools out there (in Las Vegas)," Bombard said. "The kids liked having time off at different times of year, and they liked the intercessions."

Some districts arranged intercession programs with the casinos, which allowed kids to come in for a firsthand look at the administrative side of gaming. Some worked with Space Camp on intercession programs.

"In this area we have a lot of resources we could utilize," Bombard said.

She cited several reasons presented at the conference for implementing year around school.

"The best reason and the only reason is the betterment of kids," Bombard said. "Statistics show kids do so much better when they don't have that three-month break in

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Debbie Bombard
School board member

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"As much as we don't want our schools to seem like day-care providers, it will help parents with elementary kids because they can have them in school or in intercession most of the year," Bombard said.

The drawbacks most often associated with year around school are that it doesn't allow young people to work in the summer and that school buildings have to be air conditioned to be used in the hottest months.

"Now we have a lot of kids needing jobs at one time of the year," Bombard said. "If we went this route, businesses would maybe have to be open to hiring students fulltime for shorter periods, rather than part-time for the whole summer."

Sports programs are usually run the same in a year around school as they are in the September-June schedule.

"For kids who are on their time off, it's a little hectic because they have to get in to practice," Bombard said.

There are also increased expenses associated with year around school. Don Lund cited higher costs for busing students, the expense of air conditioning and additional compensation for teachers as some of them.



Don Lund

Four hundred schools in United States operate on a year around basis. There are more in Minnesota, and according to Bombard, very few east of Mississippi.

"I wonder if it changes people's acceptance of it when you live in a warm climate state," Lund said. "It would be interesting to know if other weather states use it. Would our northern culture be open to it?"

"I like the concept," elementary Principal 1 Houston said, "if it's done because of space shortages."

"I've been a firm believer that three months off in summer is too long for a kid. I would like to have it separated throughout the year."

"Whatever we do, we have to do it as a district, the high school and the elementary."

Houston said he also wondered himself why the year around concept hasn't caught on nationwide.

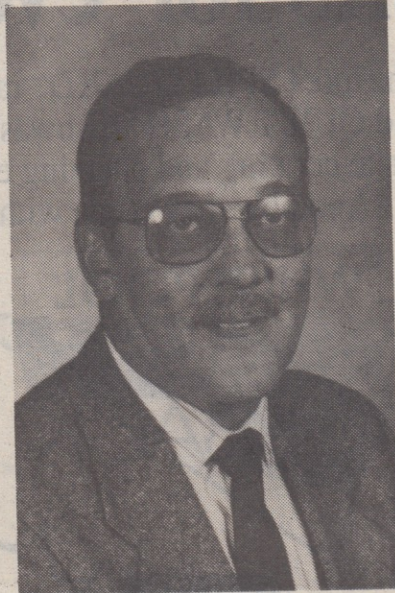
"But we have to change. Our population is different than even 10 years ago. We need caretakers for kids... we need to respond differently to that population."

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Schools changing its calendar

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Year around

Continued from Page 1

Lund referred to the fact that Minnesota schools must, by state mandate, increase their calendars to 200 days by the year 2000.

"I think what we and other districts are doing is asking 'how can we do this most effectively.'"

Bombard and both principals stressed that year around school would not become a reality in Pine City for about three years, even if the public agrees to it.

School district residents are encouraged to let school officials know now whether or not they are open to the concept. To contact Supt. Joe Hobson, Houston, Lund or Junior High Principal George Johnson call 629-7511.

School board members are: Paul Janssen, 629-2209; Doug Anderson, 629-3510; John Woll, 629-2016; Robert Shuey, 629-2129; Dan Peterson, 629-2610; Oscar Thorson, 629-3977; and Bombard, 629-7426.

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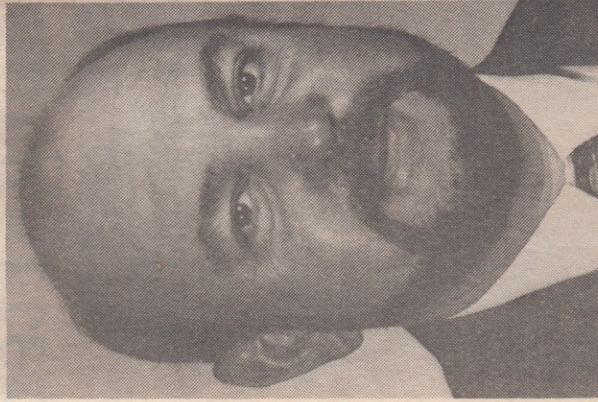
Cooperation is a school district priority

Dear parents:

In his book, "The Psychology of Cooperation," Torkom Saraydarian says, "Real group cooperation begins when the thoughts, feelings, words and actions of the members are in harmony with the visions toward which they are striving."

"There is no true cooperation between people whose actions are in harmony but whose thoughts, words and feelings toward each other are uncooperative. Such a state of cooperation will be very short-lived."

"Real leaders must educate people to cooperate on all four levels: thoughts, feelings, speech, action. Cooperation does not imply the imposition of uniformity of thoughts, feelings, speech or actions; cooperation rather encourages



Supt. Joseph A. Hobson

diversity which is in harmony with or complementary to the vision."

One of my goals for the Pine City Schools has always been to foster cooperation between the public we serve and all school personnel. While this goal has had its ups and downs, I believe we have had

continuous improvement in this spirit of cooperation. No public organization will ever be without its disputes and its differences.

The key to cooperation has always been our willingness to sit down, discuss and resolve difficulties. This strategy only works if those involved cooperate in the best interest of the children we educate.

Two years ago Pine City Schools made a commitment to quality and cooperation. This commitment is embodied in four goals. The goals are posted in every classroom in our schools, along with the

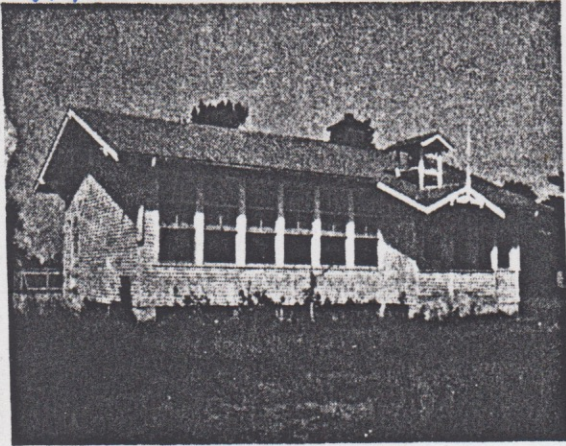
school's mission statement. These goals are: Provide a student centered curriculum with high expectations of students. Have equity and diversity in all activities and curriculum. Provide quality instruction for all and expect quality from all students. Be accountable to the parents and students by providing the education we say we will provide.

These are simple statements, but they say a great deal about what we are trying to accomplish. Cooperation takes hard work on everyone's part.

Joseph A. Hobson
Superintendent
Pine City Schools

Aug 20
1990

Hustletown school



Milburn school



To auction off last two rural schools

The last of the rural schools in Pine county will be sold at public auction on September 19. These districts are 1562 (Hustletown) and 1573 (Milburn). In 1947, there were 7,803 rural schools in Minnesota. This number had been reduced to 921 in 1966. In 1947, Pine county had 108 rural schools; by 1966 this number had been reduced to 19.

The mandatory dissolution act of 1967 decreed that any district which did not offer instruction through grade 12 had until July 1, 1970, to consolidate with a high school district. But county boards of commissioners could grant a year of grace.

Many of the country schools have become town halls, some have been remodeled into homes, while others wrecked for lumber. The proceeds go to the consolidated district.

School receives another threat

A bomb threat last Wednesday interrupted classes at Pine City High School, the second time in a week that the safety of the students has been threatened.

On Thursday, Jan. 7, a bomb-like device was found in a boys restroom, and students were forced to remain in their first-hour classrooms most of the morning. The device was removed by a Pine County Sheriff's deputy and was found not to be explosive.

Students were evacuated from the high school on Wednesday, Jan. 13 after a telephone bomb threat was made to the school switchboard operator.

According to Junior High Principal George Johnson, the call came in at 9:23 a.m., and students were immediately evacuated to the National Guard Armory. Officers from the sheriff's department searched the building and found nothing suspicious.

Students returned to school at 11:15 a.m.

Johnson said students have been cooperating in the investigation of both incidents, but as of late last week, no one had been apprehended or charged.

Board tentatively okays \$1,431,825 school budget

The Board of Education of Independent School District No. 578 gave tentative approval to a budget of \$1,431,825 and set a levy for school purposes at \$515,000 at a meeting of the board on September 25. This is an increase in the budget of \$157,246 and an increase in the tax levy of \$115,000. Of this \$20,000 is included for a future building fund.

The levy was set as follows: maintenance, \$355,000; capital outlay, \$70,000; debt redemption, \$60,000; building fund, \$20,000 and P.E.R.A., \$10,000.

A number of factors account for the increase in the budget, it is reported. One factor is the additional teachers equipment and supplies needed for the increased enrollment. Increased costs contributed some. Building temporary buildings, installation of univents in 10 classrooms, adding a machine operator course at the Vocational school and the increase in salaries were some of the major items contributing to the increase.

A final determination of property values in the district

must be completed before the exact tax increase will be known. Based on last year's valuation of \$2,628,207, it is estimated that the new mill rate would be 138.43 for agriculture property and 163.43 mills for non-agriculture property. Last year's rate was 121.82 for agriculture and 146.82 for non-agriculture.

The final decision by the Board of Education on the levy and budget will be made on October 14.

A law concerning state aids, passed at the 1969 session of the Minnesota legislature, requires that a school district which proposes to increase the levy more than 5 per cent over the previous year's levy must hold an informational public hearing on the matter.

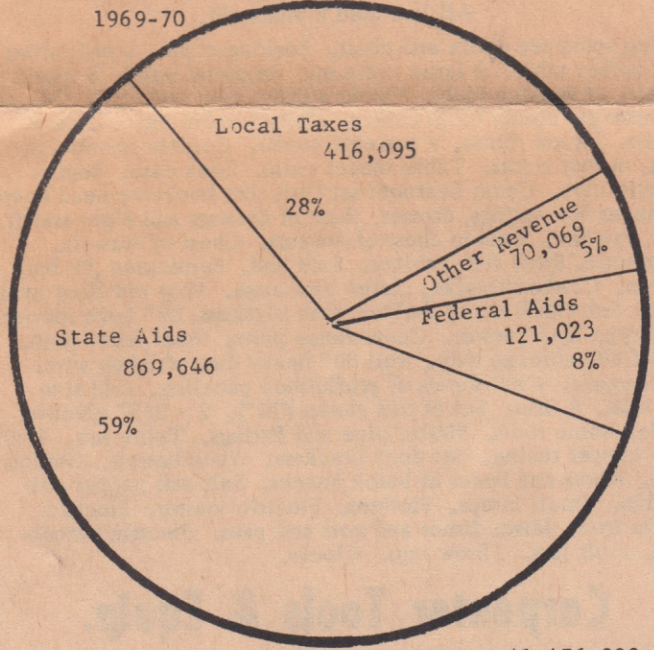
The intent of the law is to promote a greater awareness of the various aspects of school district financing. The law does not restrict the school board's authority to increase the levy.

The Board of Education has set October 9 at 8 p.m. as the time of the hearing. Legal notice on this appears elsewhere in this issue of the Pioneer.

The two circle graphs on this page show a breakdown of the Pine City budget. Plant operation includes custodial salaries, repair and maintenance of the building; capital outlay includes new equipment furniture and building; debt redemption is the payment of bonds and interest for the school building; P.E.R.A. is the payment of retirement for non-teaching personnel and extra curricular includes expenditures for athletics.

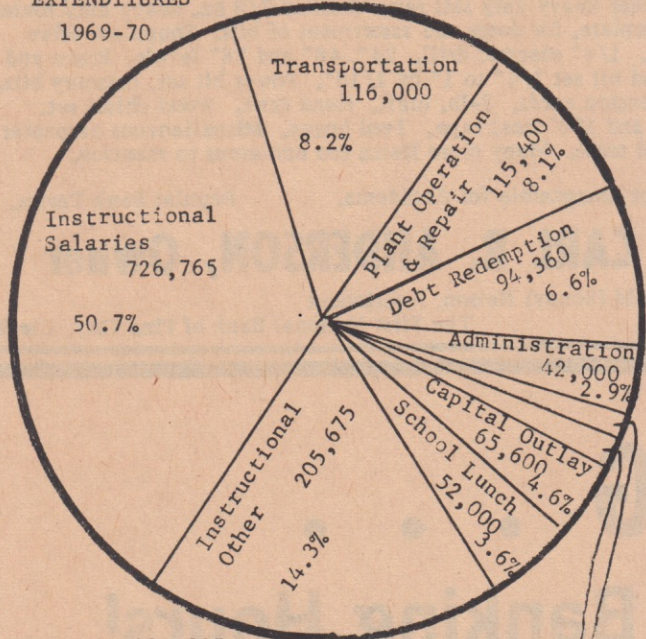
PINE CITY PUBLIC SCHOOLS

RECEIPTS
1969-70



TOTAL \$1,476,833

EXPENDITURES
1969-70



TOTAL \$1,431,825

Marked growth noted School census now completed

The 1971 school census has now been completed and tabulated. The report shows an increase by 129 the number of children through 18 years of age living in District 578.

According to the 1971 census, taken again this year by Richard Klande, a total of 2380 youngsters 18 years of age and under were counted this year in the district as compared to 2251 last year. The year preceding this the increase had been only 11 children, as in 1969 the total was 2240.

Although in recent years it was thought a trend was developing showing a slower growth rate in pupil numbers among grade school age children, the new figures seem to show another trend toward expanding growth in pupil numbers. It is interesting to note that in the group of children through age five an increase of 63 youngsters is seen.

It was explained by Klande that during the census he pulled 89 family cards of families which had left the district. However, he points out, that 156 new family cards were filled out which resulted in a net increase of 65 families in the district.

A breakdown of the census figures by age groups for the past three years is listed below for comparison:

AGE	1969	1970	1971
0			
1	83	101	116
2	91	83	103
3	77	102	101
4	81	76	106
5	85	94	91
6	107	94	96
7	113	102	99
8	118	126	116
9	146	130	127
10	127	143	131
11	147	130	147
12	127	144	141
13	134	119	156
14	145	139	129
15	136	152	143
16	147	138	162
17	127	142	139
18	129	122	149
	<u>120</u>	<u>114</u>	<u>128</u>
Totals:	2240	2251	2380

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