

**REPORT OF THE
DEPARTMENT OF EDUCATION**

**A Seven-Period
Extended Day for
High School Students**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



House Document No. 27

**COMMONWEALTH OF VIRGINIA
RICHMOND
1987**

GENERAL ASSEMBLY OF VIRGINIA -- 1986 SESSION 84

HOUSE JOINT RESOLUTION NO. 96

Requesting the Department of Education to conduct a study regarding a seven-period extended day for high school students.

Agreed to by the House of Delegates, January 30, 1986

Agreed to by the Senate, February 28, 1986

WHEREAS, a primary focus of education is to bring to fruition every high school student operating at his or her highest level of potential; and

WHEREAS, several national studies have recommended provision of a seven-period day as an avenue of improving the quality of education for students; and

WHEREAS, several divisions of the Commonwealth, in response to increased graduation requirements by the Commonwealth, as well as the respective divisions, have implemented a seven-period day to better meet the needs of their students; and

WHEREAS, opportunities should be provided for students to take full advantage of a well-balanced educational program, i.e., academic core, arts and humanities, vocational education, computer education, and economic education; and

WHEREAS, students with academic deficiencies may require additional time for mastery of certain skills and concepts; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the General Assembly of Virginia request the State Department of Education to study the feasibility of revising regulations to facilitate a seven-period extended day for high school students. The Department shall report its findings to the General Assembly of Virginia prior to its 1987 Session.

RESPONSE TO HOUSE JOINT RESOLUTION NO. 96

Executive Summary

The Department of Education conducted a study to determine "the feasibility of revising regulations to facilitate a seven-period extended day for high school students". A review of the Standards for Accrediting Schools in Virginia, adopted July, 1983, indicated that there are four criteria which have a bearing on implementation of a seven-period day:

1. The implementation of a seven-period day requires a more efficient use of the existing school day, a longer school day, a lengthened school year, or a reduction in the number of hours required per unit of credit. Also, the seven-period day requires a more effective use of staff or a larger staff.
2. The study showed that the seven-period day for high school students is rapidly replacing the traditional six-period day in Virginia. The current regulations as contained in the Standards for Accrediting Schools in Virginia, are not posing insurmountable obstacles to this movement. The standards pertaining to length of the school year and length of the school day are minimum standards which school divisions may exceed, if they find it desirable, but increasing either of those requirements would place undue hardship on certain school divisions. The requirement pertaining to the number of hours required for a unit of instruction could be reduced but the amount of content covered in the course would also need to be reduced.
3. The number of class periods that a teacher may teach per week has been a concern of those responsible for the revisions of the "Standards". After a very serious consideration of all factors involved those responsible for the revision of the "Standards" now in progress have made a proposal for a change in this criteria.
4. It is recommended that the proposal for the change in the standard governing the number of class periods that a teacher may teach be adopted. It is further recommended that the standards pertaining to the length of the school year, the length of the school day, and the number of hours required for a unit of credit remain unchanged.

Introduction

In response to House Joint Resolution No. 96, the State Department of Education conducted a study on the feasibility of revising regulations to facilitate a seven-period extended day for high school students.

By action of House Joint Resolution No. 96, the General Assembly of Virginia, requested "The Department of Education to study the feasibility of revising regulations to facilitate a seven-period extended day for high school students" and "report its findings to the General Assembly of Virginia prior to its 1987 session". A review of the Standards for Accrediting Schools in Virginia, adopted July, 1983, indicates that the following have a bearing on the implementation of a seven-period day for students:

Standard B.

- Criteria 1. The school shall provide at least 180 days of instruction.
- Criteria 2. The school shall operate an instructional program, excluding intermission for meals, that shall average at least 5½ hours for students in grades 1-12 and a minimum of 3 hours for kindergarten.
- Criteria 9. The standard unit of credit for graduation shall be based on a minimum of 150 clock hours of instruction. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 150 hours of instruction. . . .

Standard C.

- Criteria 11. No secondary teacher shall teach more than 25 class periods per week, except teachers of block programs and teachers of very small classes. Teachers of block programs with no more than 90 students per day may teach 30 class periods per week. Teachers who teach very small classes may teach 30 class periods per week provided the teaching load does not exceed 75 students per day. One class period each day, unencumbered by supervisory or teaching duties, should be provided for every full-time instructional person for instructional planning.

F i n d i n g s:

There is a lack of significant research concerning the value of an extended school year. This is in part due to the limited variability in length of the school year nationwide. There is a difference of less than ten days between the shortest and the longest school year among the states. According to a Research Report from Educational Testing Service, dated January, 1986, one state requires 174 days per school year; sixteen states require 175 days; two states require 176 days; one state requires 177 days; twenty nine states, including Virginia, require 180 days; and one state requires 182 days. (See attached Length of School Year/Day.) Although many schools experimented with extended school year programs in the sixties and seventies which resulted in year-round utilization of educational facilities, in most programs the individual student actually attended school the exact same number of days per year.

The length of the school day varies greatly nationally and within each individual state. (See attached Length of School Year/Day and Length of School Day in Virginia.) Thirty-two states have varying times for their elementary and secondary students. The longer school day is at the secondary level and in at least one instance (Florida) financial compensation is given to school divisions where a seventh period is added to the school day. With the increased emphasis on requirements for graduation, many states have extended the school day to include time for an additional period.

The length of the class period in a secondary school is dictated by the number of hours of instruction required for a unit of credit. The amount of instructional time required daily per subject is determined by converting the number of hours required per unit of credit to minutes and dividing by the number of days of instruction provided per year. Based on recent data, ten states require 160-180 hours of instruction per unit of credit; seven states, including Virginia, require 150 hours; nine states require 130-145 hours; fifteen states require 120 hours; and seven states do not specify hours of instruction per unit of credit. The standard unit of high school credit in Virginia is based on 150 hours of instruction. The typical way of providing this required instructional time is to teach a specific course for 50 minutes each day for 180 days. Consequently, the six-period day has been the simplest arrangement for providing this instruction within the traditional length school day. The increased graduation requirements approved by the Board of Education in July, 1983 require Virginia students

to complete a number of instructional hours which place them among the top in the nation. Only two states require more hours of instruction than those receiving the 22-unit diploma and only nine states require more than those receiving the 20-unit diploma. (See attached Instructional Time Required for Graduation.) This has caused school administrators to question once again whether student needs can be met through the six-period day arrangement. This increased emphasis on the need for students to receive more instruction during their high school years has caused many schools to look to the practice of providing a seven-period day.

In 1984, the Board of Education approved requests for three school divisions (Campbell County, Covington City and Hopewell City) to conduct a pilot study during the 1984-85 school year with a seven-period day which allows teachers to be assigned to teach six periods daily instead of the maximum of five periods allowed by accreditation standards. In 1985, the study was dropped by one school division (Covington City) and extended through the 1985-86 school year for the other two divisions (Campbell County and Hopewell City). One of the two divisions (Hopewell City) for which the waiver was extended continued the seven-period day but did not invoke the waiver. Due to teacher dissatisfaction their teaching assignments were returned to the traditional five per day. One school division (Campbell County) has received an extension of the study through the 1986-87 school year. (See attached letters from Campbell County.)

Proponents of the seven-period day are convinced that by making certain administrative adjustments within the school day and by extending the day a few minutes at the beginning and at the end, they can make great strides in better meeting the educational needs of the students they serve. New technology in attendance taking and announcement making have made it possible for many schools to eliminate the homeroom period and devote this additional time to instruction.

The extended day with a seven-period daily schedule is growing rapidly in Virginia. During the 1983-84 school year 20 high schools and 31 middle schools were on a seven-period day. These numbers increased to 68 and 112 respectively in 1984-85; and according to a study conducted in June 1986, to 90 and 127 respectively in 1985-86. The study further showed that of the 133 school divisions responding to the survey 41

divisions have seven-period days in their middle schools and 42 divisions have seven-period days in their high schools. Another 20 divisions are considering a seven-period day for middle schools and another 48 are considering a seven-period day for high schools. Of the 133 school divisions responding, 108 either have schools on a seven-period day or are considering going to a seven-period day. (See Attached School With Seven-Period Day and Seven-Period Day Status Report.)

Another extended day scheduling technique which is gaining in popularity is to make certain classes available before the regular school day (often referred to as "Early Bird Classes") and others after the regular school day. The practice of scheduling performing groups, such as band, during these time periods has been a long standing practice in many schools, but the newer practice is to concentrate on the "high level academic" courses where the enrollment justifies only one section. This practice also focuses on students who want to take heavier than average academic loads.

In addition, the Governor's Magnet Schools are experimenting with different scheduling techniques such as the nine module school day at the Thomas Jefferson High School for Science and Technology. In this program the school day is divided into nine 45-minute modules. Each student attends classes, participates in required technology laboratory experiences, and enrolls for independent or small group instruction for a minimum of seven modules daily. One module is reserved for lunch and the last module each day is designated for student activities or activity-related coursework such as instruction in the performing arts. Students do not attend every course every day. Some classes meet twice and others three times each week. Laboratory experiences are scheduled for two or more modules on a given day and in some instances, are provided only once a week.

Many divisions which have implemented a seven-period day have found that the requirement for increased staff has been less than anticipated. One school division which anticipated a 15% increase found that they actually employed 4% more staff. At least two school divisions have implemented a seven-period day beginning with 1986-87 school year without increasing staff or increasing the number of assignments per staff member. By spreading the course offering for students over seven periods they were able to schedule students more efficiently. As a result many small classes were filled,

especially in vocational courses, the arts and other electives. In other cases small multiple section courses were combined freeing the teacher for courses not previously offered.

The most often cited advantages of the seven-period day are as follows:

Increasing the number of course offerings, especially in elective courses.

Increasing the number of class sections within a course.

Providing for the separation of combined classes.

Reducing the number of courses in which only one section is offered.

Providing for easier scheduling of single section classes that still exist.

Reducing class size.

Reducing student and teacher scheduling conflicts.

Giving students access to more electives.

Providing for more effective use of staff.

Disadvantages that have been cited are as follows:

A longer school day for students and staff.

Earlier bus pick up and later discharge of students.

Increased operational and maintenance cost.

Increased staff salaries.

C o n c l u s i o n s :

The seven-period day for high school students is rapidly replacing the traditional six-period day in Virginia. The current regulations as contained in the Standards for Accrediting Schools in Virginia, are not posing insurmountable obstacles to this movement. The standards pertaining to length of the school year and length of the school day are minimum standards which school divisions may exceed, if they find it desirable, but increasing either of those requirements would place undue hardship on certain school divisions. The requirement pertaining to the number of hours required for a unit of instruction could be reduced but the amount of content covered in the course would also need to be reduced.

The number of class periods that a teacher may teach per week has been a concern of those responsible for the revisions of the "Standards". After a very serious consideration of all factors involved those responsible for the revision of the "Standards" now in progress have made the following proposal:

Standard C.

Criteria 8. The secondary classroom teacher's standard load shall be no more than 25 class periods per week. One class period each day, unencumbered by supervisory or teaching duties, shall be provided for every full-time classroom teacher for instructional planning. Teachers of block programs with no more than 120 student periods per day may teach 30 class periods per week. Teachers who teach very small classes may teach 30 class periods per week provided the teaching load does not exceed 75 student periods per day. Any classroom teacher who teaches 30 class periods per week with more than 75 student periods per day (120 in block programs) shall be contracted for such with appropriate compensation.

R e c o m m e n d a t i o n :

That the proposal for the change in the standard governing the number of class periods that a teacher may teach be adopted. It is further recommended that the standards pertaining to the length of the school year, the length of the school day, and the number of hours required for a unit of credit remain unchanged.

House Joint Resolution 96
Length of School Year/Day
Length of School Day in Virginia
Length of School Year in Virginia
Instructional Time Required for High School Graduation
Schools with Seven-Period Day
Seven-Period Status Report
Letters from Campbell County

School Division

No. Middle Schools
7-period day
83-84 84-85 85-86

No. High Schools
on 7-period day
83-84 84-85 85-86

King George County		1	1			
King and Queen County						1
Lancaster County						1
Lee County					2	2
Loudoun County		4	4			
Louisa County		1	1			1
Mathews County					1	1
Mecklenburg County		2	2			
Montgomery County	4	4	4	2	2	2
Northumberland County	1	1	1	1	1	1
Orange County	1	1	1	1	1	1
Powhatan County					1	1
Prince William County	6	8	9			7
Pulaski County					1	1
Roanoke County	2	4	4	2	4	4
Rockbridge County		2	2			
Russell County	1	1	2			1
Smyth County					1	1
Southampton County		1	1			
Spotsylvania County		3	3			
Stafford County		4	4			
Tazewell County		3	4			
Washington County				4	4	4
Westmoreland County			1			1
Wise County		1	1			
Wythe County					3	3

School DivisionNo. Middle Schools
7-period day
83-84 84-85 85-86No. High Schools
on 7-period day
83-84 84-85 85-86

School Division	83-84	84-85	85-86	83-84	84-85	85-86
Buena Vista City		1	1			
Charlottesville City		2	2			
Chesapeake City		1	1			
Covington City		1	1		1	0
Falls Church City	1	1	1	1	1	1
Franklin City		1	1			
Fredericksburg City	1	1	1	1	1	1
Hampton City			5			
Hopewell City		1	1		1	1
Lynchburg City						1
Manassas City		1	1			
Martinsville City	1	1	1	1	1	1
Newport News City		7	7			
Norfolk City	5	8	8		5	5
Richmond City		7	7	1	1	
Roanoke City		5	5		2	2
Salem City	1	1	1	1	1	1
Suffolk City		3	3			
Virginia Beach City		9	9		7	7
Waynesboro City			1	1	1	1

INSTRUCTIONAL TIME REQUIRED
FOR HIGH SCHOOL GRADUATION

<u>STATE</u>	<u>INSTRUCTION HOURS REQUIRED</u>
Utah	3840
Texas	3360/3570
Louisiana	3450
New Mexico	3360
Missouri	2860/3240
Nevada	3200
Oklahoma	3200
Georgia	3150
Indiana	3120
Virginia	3000/3450
North Carolina	3000
South Dakota	3000
Oregon	2860
New Hampshire	2850

Median 2400
Low 1900

Note: Hours of instructional time required for graduation =
number of units required for graduation X number of
hours required per unit of credit.

LENGTH OF SCHOOL YEAR/DAY

<u>STATES</u>	<u>MINIMUM LENGTH OF SCHOOL YEAR</u>	<u>MINIMUM LENGTH OF SCHOOL DAY</u>
Alabama	175	6 hrs.
Alaska	180	4 hrs. K-3, 5 hrs. 4-12
Arizona	175	4 hrs. K-3, 5 hrs. 4-6 6 hrs. 7-12
Arkansas	175 (180-1990)	5 hrs. (5.5 in 1987)
California	175 (180 Add. fund.)	5 hrs. 4-8, 6 hrs. 9-12
Colorado	176	5.5 hrs. 1-6 (exc. lunch) 6 hrs. 7-12 (exc. lunch)
Connecticut	180	4 hrs.
Delaware	180	6 hrs. (exc. lunch)
Florida	180	3 hrs. K, 4 hrs. 1-3 5 hrs. 4-12
Georgia	180	4.5 hrs. 1-3, 6 hrs. 4-12
Hawaii	180	6 hrs.
Idaho	177	4.5 hrs. Elem., 5 hrs. H. S.
Illinois	176	4 hrs. 1st. grade 5 hrs. 2-12
Indiana	175	5 hrs. 1-6, 6 hrs. 7-12
Iowa	180	Determined by local boards
Kansas	180 (175 gr. 12)	6 hrs.
Kentucky	175	6 hrs. (exc. lunch)
Louisiana	180	5 hrs. (6 hrs. under study)
Maine	175	5 hrs.
Maryland	180	6 hrs.
Massachusetts	180	5 hrs. 1-6, 5.5 hrs. 7-12
Michigan	180	5 hrs.

Minnesota	175	2.5 hrs. K, 5 hrs. 1-3 5.5 hrs. 4-6, 6 hrs. 7-12
Mississippi	175	5 hrs.
Missouri	174	3 - 7 hrs. (avg. 6 hrs.)
Montana	180	2 hrs. K, 4 hrs. 1-3, 6 hrs. 4-12
Nebraska	175	6 hrs.
Nevada	180	4 hrs. 1-2, 5 hrs. 3-6, 5.5 hrs. 7-12
New Hampshire	180	4.5 hrs. gr. 1, 5.25 hrs. 2-8 5.5 hrs. 7-12, (exc. lunch)
New Jersey	180	4 hrs.
New Mexico	180	2.5 hrs. K, 4.5 hrs. 1-3, 5 hrs. 4-6, 5.5 hrs. 7-12 (exc. lunch)
New York	180	5 hrs. K-6, 5.5 hrs. 7-12
North Carolina	180	6 hrs.
North Dakota	180	5.5 hrs. 1-6, 6 hrs. 7-12 (exc. lunch)
Ohio	182	5 hrs.
Oklahoma	180	2.5 hrs. K, 5 hrs. gr. 1, 6 hrs. 2-12
Oregon	175	---
Pennsylvania	180	2.5 hrs. K, 5 hrs. 1-6 5.5 hrs. 7-12
Rhode Island	180	2.5 hrs. K, 5 hrs. Elem. 5.5 hrs. Sec. (exc. lunch)
South Carolina	180	6 hrs. K-6, (inc. lunch) 6 hrs. 7-12 (exc. lunch)
South Dakota	175	2.5 hrs. K, 4 hrs. 1-3, 5.5 hrs. 4-12
Tennessee	180	6.5 hrs.
Texas	175	5 3/4 hrs. 1-3, 6 hrs. 4-12, 7 hour day

Utah	180	2.5 hrs. K, 5.5 hrs. 1-6, 6 hrs. 7-12
Vermont	175	2 hrs. K, 4 hrs. 1-2 5.5 hrs. 3-12
Virginia	180	3 hrs. K, 5½ hrs. 1-12 (excluding lunch)
Washington	180	2.5 hrs. K, 5 hrs. 1-3 5.5 hrs. 4-8, 6 hrs. 9-12
West Virginia	180	2.5 hrs. - K. 5 1/4 hrs. 1-4, 5 3/4 hrs. 5-12
Wisconsin	175	-----
Wyoming	175	2.5 hrs. K, 5 hrs. 1-8, 6 hrs. 9-12

LENGTH OF SCHOOL DAY IN VIRGINIA

Length of Day	# Elementary Schools	# Middle & High Schools
5:30	538	190
5:31	1	0
5:32	1	0
5:35	7	9
5:36	0	1
5:38	1	1
5:40	95	43
5:42	1	0
5:43	0	1
5:44	1	0
5:45	162	34
5:47	0	2
5:49	0	1
5:50	66	27
5:51	0	2
5:52	0	1
5:53	0	1
5:54	0	1
5:55	32	17
5:57	1	1
5:58	0	1
6:00	159	128
6:01	1	1
6:02	0	1
6:03	0	1
6:04	0	2
6:05	3	5
6:07	0	1
6:08	0	1
6:09	0	1
6:10	10	5
6:11	0	2
6:12	0	1
6:14	0	1
6:15	13	17
6:16	0	1
6:20	3	5
6:22	0	1
6:23	0	1
6:25	1	6
6:26	0	1
6:30	27	17
6:32	0	1
6:35	0	3
6:45	0	4
6:50	1	5
6:55	0	1
6:57	0	1
7:00	4	2
7:10	1	0
7:30	1	2
7:35	0	1
	1130	552

LENGTH OF SCHOOL YEAR IN VIRGINIA

All schools other than those listed provided 180 days of instruction during 1984-85.

Arlington - 181 days (Secondary only)
Henrico County - 184 days
Prince William - 181 days (Secondary only)
Patrick County - 179 days (Received Waiver)
Russell County - 174 days (Received Waiver)
Colonial Heights - 182 days
Manassas Park - 184 days
Salem City - 185 days
Virginia Beach - 181 days

**SEVEN PERIOD STATUS REPORT
JUNE 1986**

<u>School Division</u>	<u>Have 7 period day</u>		<u>Considering 7 period day</u>		<u>Not Considering 7 period day</u>
	<u>Middle</u>	<u>High School</u>	<u>Middle</u>	<u>High School</u>	
Accomack			X	X	
Albemarle	X			X	
Alleghany Highlands	X				
Amelia	X				
Amherst					X
Appomattox			X	X	
Arlington	X	X			
Augusta	X			X	
Bath					X
Bedford				X	
Bland					X
Botetourt	X				
Brunswick					X
Buchanan	X	X			
Buckingham			X	X	
Campbell	X	X			
Caroline	X	X			
Carroll	X	X			
Charles City					No Response
Charlotte	X				
Chesterfield			X	X	
Clarke	X	X			
Craig		X			

<u>School Division</u>	<u>Have 7 period day</u>		<u>Considering 7 period day</u>		<u>Not Considering 7 period day</u>
	<u>Middle</u>	<u>High School</u>	<u>Middle</u>	<u>High School</u>	
Culpeper	X	X			
Cumberland		X			
Dickenson		X			
Dinwiddie			X	X	
Essex		X			
Fairfax	X	X			
Fauquier				X	
Floyd		X			
Fluvanna			X	X	
Franklin			X	X	
Frederick	X	X			
Giles					X
Gloucester					X
Goochland					X
Grayson		X			
Greene				X	
Greensville					X
Halifax					X
Hanover	X	X			
Henrico	X	X			
Henry	X	X			
Highland					X
Isle of Wight			X	X	
James City					No Response
King George	X			X	

<u>School Division</u>	<u>Have 7 period day</u>		<u>Considering 7 period day</u>		<u>Not Considering 7 period day</u>
	<u>Middle</u>	<u>High School</u>	<u>Middle</u>	<u>High School</u>	
King & Queen		X			
King William				X	
Lancaster		X			
Lee		X		X	
Loudoun	X				
Louisa	X				
Lunenburg					X
Madison				X	
Mathews				X	
Mecklenburg	X				
Middlesex				X	
Montgomery	X	X			
Nelson					X
New Kent			X	X	
Northampton			X	X	
Northumberland	X	X			
Nottoway					X
Orange					X
Page					X
Patrick			X	X	
Pittsylvania					X
Powhatan		X			
Prince Edward					X
Prince George					X
Prince William	X	X			
Pulaski		X			

<u>School Division</u>	<u>Have 7 period day</u>		<u>Considering 7 period day</u>		<u>Not Considering 7 period day</u>
	<u>Middle</u>	<u>High School</u>	<u>Middle</u>	<u>High School</u>	
Rappahannock					X
Richmond					X
Roanoke	X	X			
Rockbridge	X			X	
Rockingham			X	X	
Russell	X			X*	
Scott				X	
Shenandoah				X	
Smyth				X	
Southampton	X			X	
Spotsylvania	X			X	
Stafford	X				
Surry					X
Sussex					X
Tazewell	X				
Warren				X	
Washington		X			
Westmoreland	X	X			
Wise					X
Wythe		X			
York				X	
Total Counties	33	30	12	32	23

* Will begin 7 period day in 1986-87 school year.

<u>School Division</u>	<u>Have 7 period day</u>		<u>Considering 7 period day</u>		<u>Not Considering 7 period day</u>
	<u>Middle</u>	<u>High School</u>	<u>Middle</u>	<u>High School</u>	
Alexandria				X	
Bedford					No Sec. Schools
Bristol			X	X	
Buena Vista	X			X	
Charlottesville	X				
Chesapeake			X	X	
Colonial Heights			X	X	
Covington	X	X			
Danville		X			
Emporia					No Sec. Schools
Fairfax					No Sec. Schools
Falls Church	X	X			
Franklin	X				
Fredericksburg	X	X			
Galax				X	
Hampton				X	
Harrisonburg			X	X	
Hopewell	X	X			
Lexington					No Sec. Schools
Lynchburg			X	X	
Manassas	X			X	
Manassas Park				X	
Martinsville	X	X			
Newport News	X	X			
Norfolk	X	X			

Dr. Burkholder
Page 2
February 3, 1986

As you can see, the schools with the waiver (AHS and WCHS) have the largest number of small enrollment classes and the smallest number of large enrollment classes. Our staffing ratios for this year at the four high schools are:

1. AHS 19.7 pupils/teacher
2. BHS 21.9 pupils/teacher
3. RHS 21.5 pupils/teacher
4. WCHS 18.4 pupils/teacher

The above figures, based on October data, represent regular classroom teachers only. Not included are special education and guidance staff, librarians, administrators, etc.

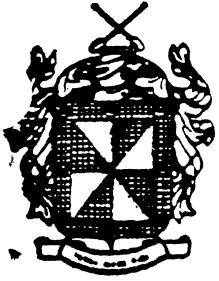
By using both local resources to enhance the pupil-teacher ratio and the waiver of standard C-11, we have been able to provide a strongly competitive school program for pupils in our two smaller high schools.

We request an extension of the waiver of standard C-11 for 1986-87. Your support of our request and Dr. Davis' recommendation to the State Board would be appreciated.

Sincerely,

George E. Nolley
Superintendent of Schools

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Campbell County Schools
Austburg, Virginia 24588

SUPERINTENDENT
GEORGE E. NOLLEY

ASST. SUPERINTENDENTS
FRANK L. MEGE, JR.
LARRY BROOKS

CHAIRMAN
E. RALPH ENGLISH, JR.

VICE CHAIRMAN
LESLIE G. DANIEL, JR.

CLERK OF THE BOARD
LAWRENCE W. FISHER

January 13, 1986

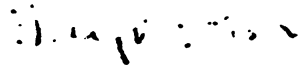
Dr. William J. Burkholder
Deputy Superintendent for Administration,
Assessment, and Field Services
Department of Education
P. O. Box 60
Richmond, VA 23216

Dear Dr. Burkholder:

For the past two years we have been one of three school divisions with a waiver of accreditation standard C-11. By allowing the teachers in our two smaller schools to have six teaching periods in our seven period day we have been able to provide programs of comparable scope and quality as in our larger schools. No teacher's student load exceeds the 150 allowed by the standards. In fact, teacher-pupil ratios in the schools with the waived standard are comparable or less than those in the larger schools where we have teachers with five teaching periods. We have given attention to controlling the number of preparations in the pilot schools.

Please advise us of the procedures we need to follow to continue this practice.

Sincerely,


Larry W. Brooks
Assistant Superintendent
for Instruction

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