

**A COMPARISON OF SCHOOL CALENDARS OF
SELECTED TENNESSEE SCHOOL DISTRICTS,
1976-77**

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ABSTRACT

All county school district superintendents in the middle grand division of Tennessee were asked to fill out a questionnaire concerning their school calendars. The study sought to explore the role of tradition in forming the school calendar. It further attempted to examine what extent the school calendar was used to control such educational concerns as attendance, discipline, and flexibility in teacher in-service training. Tables show various calendar practices in the responding districts, including holidays, "snow days," traditional aspects, and the length of the school year for 1976-77. Some selected 1976-77 and 1977-78 school calendars are also included.

A COMPARISON OF SCHOOL CALENDARS OF
SELECTED TENNESSEE SCHOOL DISTRICTS, 1976-77

A Field Study
Presented to
the Graduate Faculty Committee
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Education Specialist

by
Alvin Carney Rose, Jr.
August, 1977

To the Graduate Council:

I am submitting herewith a Field Study written by Alvin Carney Rose, Jr. entitled "A Comparison of School Calendars of Selected Tennessee School Districts, 1976-77." I recommend that it be accepted in partial fulfillment of the requirement for the Specialist in Education degree.


Major Professor

We have read this field study
and recommend its acceptance:


Second Committee Member


Third Committee Member

Accepted for the Graduate Council:



Dean of the Graduate School

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Chapter 1

INTRODUCTION

The school calendar is one of those items educators generally take for granted. And well they should. Except for a few newsworthy locations in America, the traditional school calendar for grades K-12 has changed little in decades.

Tradition appears to be stronger in Tennessee than in some other areas which have experimented with such innovations as the year-round school, **the** four-quarter plan, the 45-15 plan, and the trimester plan. But there are no strong variations presently in the school calendar in any of Tennessee's 147 school districts.

Statutory law requires Tennessee school systems to have a minimum 200-day school year. Of these 200 days, 175 are set aside for instructional days for students, 10 for in-service education days for teachers, 10 for vacation days, and 5 designated as board days, to be used as the local school board sees fit. Some Tennessee school districts provide more than 200 days, but they are the exceptions to the rule.

Required to offer a 200-day school calendar, school systems are obviously not in session for 165 days each year. Being closed for 104 weekend days, when do the other 61 "no days" occur? In all of Tennessee's 147 school districts, they occur during the summer months. This is not required by statute, but by the custom of an agricultural society now virtually extinct. So, from mid-June through mid-August,

one will find few, if any, schools open in Tennessee, except for some summer school sessions, generally for remedial efforts.

Tradition, not law, causes Tennessee's schools to close down for the summer. And equally strong traditions govern many aspects of school calendars. Investigating the formation of a typical Tennessee school district calendar, one will find the following:

(1) Labor Day is often a school holiday--this incidently is a new tradition for labor-union-weak Tennessee, coming to be a school holiday only in the last two decades, especially in the rural areas.

(2) Schools close for the grand division's teachers' meeting--either the West Tennessee Education Association, Middle Tennessee Education Association, or East Tennessee Education Association.

(3) Schools close for a four-day Thanksgiving weekend.

(4) Schools close for approximately two weeks during Christmas and New Year's Day.

(5) Schools close for some kind of a spring holiday, usually at Eastertime, and ranging from one to six days.

(6) Schools close for the Tennessee Education Association convention, at least when the convention is held in their grand division.

(7) The school calendar is drawn up by the superintendent and/or some other local school administrators.

Tradition is not necessarily bad, in and of itself. But one must wonder if school calendars in Tennessee are drawn up for any reason other than meeting traditions. Calendars can be effectively used to control several aspects of education, including attendance, discipline, in-service training for teachers, and undoubtedly others.

PURPOSE OF THE STUDY

The purpose of this field study was to examine some school calendars for selected Tennessee school districts, with an emphasis on systems in Middle Tennessee, to see if the calendars were drawn up to give positive control to such items as attendance, discipline, and flexibility for in-service training for teachers. The study also purposed to see what method was used to determine local school calendars. Furthermore, the study attempted to determine the role of tradition in formulating the school calendar each year.

Results of the study were shared with all participating school systems, with the purpose that all school personnel who make school calendars will give stronger considerations to using their calendars in effective procedures to control attendance, discipline, and flexibility for in-service training for teachers.

IMPORTANCE OF THE STUDY

Very little research had been done on the traditional, typical school calendar, while library shelves housed numerous books, journal articles, and other printed documents on such calendar innovations as the 45-15 plan, the 4-1-4 plan, and **year**-round schools. Thus, this field study sought virtually to "plow in virgin soil," particularly on the Tennessee scene.

School officials need to **examine** their calendars and see the possibilities of using such to control educational concerns, including attendance, discipline, and flexibility for in-service training for teachers. They should ask themselves if tradition or real educational needs serve as their guide in school calendar formation. If they are

not already doing so, they should open the doors and permit a cross section of all school personnel, including classroom teachers, to have serious, meaningful input into school calendar planning. This field study sought to encourage such actions.

LIMITATIONS OF THE STUDY

This research on the school calendar was limited to three areas:

(1) What role did the calendar play, if any, in the problems of attendance, discipline, and flexibility for in-service training for teachers?

(2) What was the importance of tradition in making the annual school calendar?

(3) Who drew up the school calendar in the school districts studied?

The study was also limited in the scope of territory covered. The selected school systems examined were all in the middle grand division of Tennessee.

STATEMENT OF THE HYPOTHESES

This field study sought to remain under the limitations listed in the previous section, and was based on two primary sources:

(1) A copy of the 1976-77 school calendar was obtained from each selected school system.

(2) A high-ranking school administrator in each selected school system was asked to answer a questionnaire consisting primarily of a closed-ended questions.

In order to compare the school calendars in the selected Tennessee

school systems, 1976-77, the following hypotheses were tested in this field study:

(1) Traditional school closings for holidays, including Labor Day, a four-day Thanksgiving weekend, an approximate two-week Christmas vacation, and a springtime break, will be in the school calendar of each selected school district.

(2) In each selected school district, schools will close for the meeting of the Middle Tennessee Education Association (MTEA) convention in Nashville.

(3) In the majority of the districts studied, a small group of administrators will be the ones who annually draw up the school calendar.

(4) In the majority of the districts studied, school attendance will be a consideration in forming the school calendar.

(5) In the majority of the selected school districts, discipline matters will not be a factor in making the school calendar.

(6) Allowing flexibility for teacher in-service training procedures by giving each teacher some serious freedom of choice in choosing in-service training activities will not be a consideration in writing school calendars in the majority of the selected school districts.

(7) Tradition will be a strong factor in making the school calendar in each selected school system.

The first two hypotheses were tested both by an examination of existing school calendars and by the administrators' reply on the questionnaire. The last five hypotheses were explored solely by the data received from the questionnaire.

DEFINITION OF TERMS

"No Day"

This is a term used to describe a day that is not included in the regular 200-day school calendar.

Board Day

There are five days in the Tennessee school calendar designated as board days. These days may be used as the local board of education sees fit. Often they are used for holidays, such as Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, and Good Friday.

Statute

This is an established rule or law passed by a legislative body and set forth in a formal document.

Tradition

Tradition is a long-established custom that has the effect of an unwritten law.

ASSUMPTIONS

It was assumed that the administrators questioned in this survey would answer candidly and honestly, showing situations as they were and not like they might be wished to have been.

SAMPLE AND DESCRIPTION OF SUBJECTS

The population of this study consisted of high-ranking school administrators, either the school superintendent or a supervisor of instruction, who represented the school systems selected for this effort.

The respondents were asked to identify themselves by name and title and school district served. No other personal information was asked about the participants. This study sought to focus on practices in school systems and not on personalities. Only the school districts were identified in the paper itself.

DESCRIPTION AND GATHERING OF DATA

Superintendents of the school systems selected for this field study were contacted and were mailed a questionnaire and a large self-addressed stamped envelope in which to return the questionnaire. They were also asked to enclose a copy of their 1976-77 school calendar as formulated for that school year. Either the superintendent or someone in his office was asked to answer the questionnaire.

When the responses were received, they were tabulated and classified under the questions answered by the respondents. Several selected school system's 1976-77 calendars were also included in this field study in a shortened, one-page format.

INSTRUMENTS USED

Two instruments were used for this field study. One was the questionnaire designed by the writer.

The actual 1976-77 school calendar from each selected school system was the second instrument used.

The questionnaire used is shown in the appendix of this study.

Chapter 2

REVIEW OF THE LITERATURE

REPORT AND ASSESSMENT OF READINGS

As was stated earlier in this paper, very little has been written concerning the traditional school calendar. Most of what has been published has dealt with the formation of the school calendar and its evolution to its present-day state.

In his book on the history of education, Ryan told of John Amos Comenius, a bishop of a minority sect, the Moravian Brethren, who led perhaps the most significant long-range curricular development in the scientific studies during the 1600's. Comenius elaborated on classroom organizational theory, including a school year which was to have been set up so that all students should begin and end the year together, with no one being permitted to enter a class once it had begun. Comenius outlined a four-hour school day, beginning at 10:00 a. m., and concluding at 2:00 p. m. Sessions were to have been held five days a week, with an additional two-hour session on Saturday mornings. Comenius' academic year included the summer months, guaranteeing a minimum of 1,000 hours of study each school year. Some of Comenius' organizational recommendations were implemented in later periods.¹

¹Patrick J. Ryan, Historical Foundations of Public Education in America (Dubuque, Iowa: William C. Brown Company, 1965), pp. 179-180.

Schools came to the present-day United States with the formation of the British colonies on the Atlantic Coast. In 1642 and 1647, the Massachusetts Bay Colony enacted legislation referring to children's education which has served as the basis of succeeding requirements concerning education. But the rapid growth of American public schools did not occur until the late nineteenth century. In A Brief History of Education, Cordasco noted that, by 1918, all 48 states had compulsory education laws, and that the school year increased from 135 days to 172 days between 1890 and 1930. By 1960, Cordasco wrote that the school year in most states was 180 days.²

In his recent book on school administration, Knezevich stated that the average length of the American school term in 1870 was 132.2 days; in 1909, 157.5 days; in 1930, 172.7 days; and in 1975, almost 180 days. Knezevich questioned whether the long summer vacation was caused by the need for having the children home to work on the farm. He wrote that school terms throughout the 1700's and most of the 1800's were at most three or four months in length, and that a school year less than 90 days was common up until 1890. Knezevich pointed out that the traditional school calendar was formed back when there was no teacher shortage, when school plants were not so overcrowded, and when there were not so intensive pressures for quality education.³

²Francesco Cordasco, A Brief History of Education (Totowa, New Jersey: Littlefield, Adams and Company, 1967), p. 136.

³Stephen J. Knezevich, Administration of Public Education (New York: Harper and Row, Publishers, 1975), p. 501.

Knezevich showed that the present-day desires for year-round schools are not new. Even before 1840, some cities had lengthy school terms. Schools were operated in Chicago for 48 weeks, in New York for 49 weeks, in both Cincinnati and Baltimore for 11 months, and for all 12 months in Buffalo. In many cities in 1840, the school year was divided into four terms of twelve weeks each, with a one-week vacation at each term's end. The pattern was gradually changed to one week of vacation at Christmas, one week at Easter, and two weeks in the summer. Between 1840 and 1915, cities slowly shortened the school year and increased the vacation period, while, at the same time, rural schools, which had been in session mainly during the winter periods, gradually lengthened their school terms to approximately the cities' shortened year. Most of the United States observed a nine-month school year by 1915.⁴

This urban-rural compromise appears to have been a response primarily to the communities' needs and secondarily to the students' educational needs. The school year of plus or minus 180 days settled on in about 1915 was not a well-researched educational development, but rather a social phenomenon. It was supported only by an assumption that nine months was the proper time in which for youngsters to gain desired levels of knowledge and competence over a twelve-year span. Furthermore, it was assumed that the educational process of students would generally benefit from a lengthy summer vacation. The calendar became a cherished tradition, and any attempts to alter it became an

⁴Ibid., pp. 501-502.

emotional issue.⁵

As is often the case, tradition ultimately became statute. The Tennessee Code Annotated 49-1709 gives the annual term of compulsory school attendance in this state. This law sets a minimum session of school attendance for children at 175 days per year. And each public school system must maintain a total term of not less than 200 days, which shall consist of the following: not less than 175 days for classroom instruction; not less than 10 days vacation with pay for teachers; 10 days of in-service training for teachers; and 5 other days as designated by the local board of education.⁶

Many are dissatisfied with the 180-day school year. Bauman said that the public had become disgruntled with the traditional nine-month school calendar, and he felt that the trend of forces in the American society would cause problems and public dissatisfactions, associated with the traditional calendar, to increase. Bauman suggested a four-quarter rotational school calendar with each student attending three continuous quarters and having the fourth quarter off.⁷

In March of 1968, the New York State Department of Education completed a four-year study and recommended an eleven-month school year. The report attempted to remind the public that America no longer had an agrarian economy and children of today had little to do with

⁵"Doors Are Closed...", The Education Digest, November, 1972, p. 28.

⁶Tennessee Principals' Handbook (Nashville: Tennessee State Department of Education, 1976), p. 12.

⁷W. Scott Bauman, The School Calendar Dilemma--A Solution for the Approaching Crisis (Washington: ERIC Reports, 1969), p. 1.

their free time in the summer. The study said that there was no logical reason for closing schools in July and August. But Yevish attacked the idea of a longer school year, saying that educators should scrap the notion that by doing time--in this case, 180 school days--the student is actually learning. Yevish suggested that the school year for students be reduced to two semesters of 15 weeks each.⁸

While some want a longer school year and others want a shorter school year, neither seems to be getting anywhere. An article in the June, 1977, issue of The American School Board Journal tried to make a case of the 180-day school year no longer being so important. The article quoted an Arkansas principal who said that we need to get over the idea that the school calendar is sacred. The Arkansan noted that there was nothing inherently good or bad about 180 days, September through May. But as the article said, many traditionalists have argued that the public would not permit schools to remain open during the summer months, and that any significant change would be a disruption to families. They also said that schools should be able to make adjustments to cope with fuel shortages without changing the calendar to any significant degree. As a Nebraska superintendent stated, "In rural America, we are still faced with the fact that kids are needed at home during the peak summer months. Any alternatives to the September to May school year are hard to see." The Nebraska superintendent seems to be speaking for the majority of Americans, who still laud the traditional 180-day,

⁸Irving A Yevish, "Do We Need a Longer School Year?", "The Educational Forum", January, 1971, pp. 193-194.

September-through-May school calendar.⁹

A most extensive study of the present-day school year was done by the Educational Research Service in July, 1970. School districts across America with pupil enrollments of 12,000 or more were questioned concerning the length of the school year for students and teachers and were asked that the extra duty days for teachers be identified as to specific purpose. Questionnaires were sent to 873 school systems, and replies were received from 497 of these systems, or 56.9 percent.¹⁰

The most frequently reported length of school year for pupils was 180 days (in 44.2 percent of the responding systems). Two systems reported that their elementary school pupils attended school for a fewer number of days than their secondary students, but, in each instance, the length of the school year was the same for the elementary and secondary teachers.¹¹

The length of school year for teachers was most frequently reported as 185 days (20.5 percent). The paid holidays reported ranged from one day in two systems to 37 days in one system. Most systems gave teachers 1-10 paid holidays.¹²

Teachers were on duty from one to fourteen paid days before the school year began for the students in 84.3 percent of the responding systems. Only one duty day for teachers was allowed in about one-fourth

⁹"Finding: 180-Day School Year Is Not So Sacred," The American School Board Journal, June, 1977, p. 42.

¹⁰School Year for Pupils and Teachers, 1969-70 (Washington: Educational Research Service, 1970), p. 1.

¹¹Ibid.

¹²Ibid.

of the systems, with two days in 21.7 percent. In contrast, teachers were not required to be on duty any days after the students' school year ended in 45.9 percent of the systems, and the majority of those with required teacher duty days specified only one or two days. In 13.5 percent of the systems, the teacher had no duty days either before or after the term for students.¹³

In relation to in-service days, 46.1 percent of the reporting districts had reserved one or more days with pupils dismissed for professional meetings for all teachers to attend, and 41.8 percent had mandatory in-service training days for their teachers. These figures could have been somewhat misleading as some responding districts did not distinguish between professional meeting days and in-service training days. And 32.2 percent of the systems provided no paid days for their teachers to participate in either of these activities.¹⁴

Paid teacher duty days for other needs were also reported in this survey. The most frequently mentioned activity assigned for these days was record and report preparations between semesters--in 54 systems. Days for parent-teacher conferences were set aside in 23 of the systems. Nine districts said that they included snow or emergency days in their teachers' contracts annually, and most of these systems added the unused days to their spring vacation or just paid the teachers for them.¹⁵

¹³Ibid. , pp. 2-3.

¹⁴Ibid. , p. 3.

¹⁵Ibid. , p. 4.

Several Tennessee school systems were included in this survey done by the Educational Research Service. They were: Memphis, Metro-Nashville, Chattanooga, Clarksville-Montgomery County, Knox County, Johnson City, Kingsport, and Oak Ridge.¹⁶ A survey of their report is included in the appendix of this paper.

SUMMARY

Little research had been done in the study of the traditional school calendar, except what could be found in books relating to the history of education. Journal articles on the subject were most rare. The study on the 1969-70 school year done by the Educational Research Service was by far the most extensive research done on the school calendar.

Researching the history of **American education** showed that the traditional school calendar actually evolved over a 75-year time period between 1840 and 1915, when some large city school systems reduced the days of their school calendars, while the vast majority of the other school districts, mostly rural, increased their number of days for pupil instruction. The figure arrived at was more or less 180 days, a time that has remained virtually unchanged since 1915. This was a social phenomenon, not a detailed, researched educational development. The school calendar became, and has remained, a deep-rooted tradition on the American scene.

More information needs to be made available on this topic to permit intelligent decisions. Objective considerations need to occur

¹⁶Ibid. , pp. 7-20.

concerning the apparent shortcomings of the traditional school calendar. There is little evidence to show that the calendar now being followed is beneficial to the majority of American school students.

Chapter 3

METHOD

DESCRIPTION OF SUBJECTS

Tennessee had 147 separate school districts during the 1976-77 school year. Ninety-five of these were county districts, and the remainder were either city systems or designated as special school districts.

The sample for this field study was taken from 41 of these school districts. The 41 school systems were all county districts and were located in the middle grand division of Tennessee. County school districts were selected to give some uniformity to the sample. The sample was limited to Middle Tennessee as the writer, at that time, lived and was employed in that part of the state. It was felt that the Middle Tennessee counties would serve as an adequate random cross-section for the entire state, and this writer obviously was more familiar with the school districts in this area. Two of the 41 county school districts in Middle Tennessee were consolidated rural-urban districts, these being Metropolitan Nashville-Davidson County and Clarksville-Montgomery County.

The boundary between West Tennessee and Middle Tennessee usually is defined to be that part of the Tennessee River running from the Tennessee-Alabama state line up to the Tennessee-Kentucky border. One county in this area--Hardin County--is actually sub-divided by the Tennessee River, and it is considered to be a part of West Tennessee.

The boundaries between Middle Tennessee and East Tennessee are not so clearly defined, but they generally seem to follow along the Cumberland Plateau. This would mean that there are more-or-less 41 counties in Middle Tennessee.

With the exception of Metropolitan Nashville, all of Middle Tennessee can be said to be either small-city or rural in nature. Nashville is the hub of the mid-state with two daily newspapers, five television stations, several AM and FM radio stations, many shopping areas, modern hospitals, a large airport, numerous colleges, and a multitude of tourist attractions. Nashville is also the capitol of Tennessee and thus serves as the state's headquarters in all areas of government, including education. The Tennessee Education Association is also headquartered in Nashville. The mid-state has several nice-size cities such as Clarksville, Cookeville, Murfreesboro, Lawrenceburg, Tullahoma, Columbia, Gallatin, Dickson, and Crossville. But Nashville, with its size and location, is the most influential city in Middle Tennessee and in perhaps all of the state. This is true in matters pertaining to education as well as in other areas. Educational movements in Nashville can have ripples throughout the mid-state.

Likewise, the mid-state can have much influence on Nashville, as the other more-or-less 40 counties in the area outnumber Nashville in both area and population. Much of Nashville can be said to be somewhat rural in nature, although it is one of the larger cities of the South, with a 1970 population of 447,877.

DESCRIPTION OF MEASURES EMPLOYED

A questionnaire was mailed to the school superintendents of Middle Tennessee's 41 counties. This "Tennessee School Calendar Questionnaire," drawn up by this writer, consisted of 40 questions. All but six of the questions could be answered with just a word, usually "yes" or "no," or a number. The remaining six questions were of the short-answer type. Either the superintendent or one of the school district's central office's administrative personnel was asked to fill out the questionnaire, which is printed in the appendix, and mail it back in a self-addressed, stamped envelope, along with a copy of the district's 1976-1977 school calendar. The superintendent was also asked to send a copy of his district's 1977-1978 school calendar, if such were available.

The items in the questionnaire were all drawn up to test the various hypotheses in this field study. Items one through seven tested the first hypothesis, relating to the observance of traditional holidays, while item eight tested the second hypothesis, concerning the closing of schools for the annual MTEA convention. The third hypothesis, referring to who drew up the school calendar, was tested with items nine, ten, and eleven. Items twelve through twenty-three were used to test the fourth hypothesis, associated with the regard of discipline, was tested with items twenty-four through twenty-eight. The significance of allowing flexibility in teacher in-service training, hypothesis six, was tested with items twenty-nine through thirty-one. The seventh and final hypothesis, having to do with the

influence of tradition on the school calendar, was tested with items thirty-two through thirty-six. Items thirty-seven and thirty-eight dealt with the issue of "snow days," an especially difficult problem during the unusually harsh winter of 1976-1977. The last two items on the questionnaire were of a general nature in relation to school calendars.

RESEARCH DESIGN AND PROCEDURES

The type of experimental design for this field study was a descriptive questionnaire study used to examine school calendars in several selected Tennessee school districts, particularly in the areas of tradition's influence on the school calendar, and as the school calendar dealt with such educational concerns as attendance, discipline, and flexibility in in-service training for teachers. A questionnaire was drawn up by this writer to test various hypotheses relating to the concerns of the school calendar. This questionnaire, along with an introductory letter and a self-address, stamped envelope, was mailed to the school superintendents of 41 county districts in Middle Tennessee. The superintendents were asked to either fill out the questionnaire or have some administrator in their central office to do so. They were asked to send a copy of their 1976-1977 school calendar. If they had printed such, they were also asked to send a copy of their 1977-1978 school calendar. When several of the questionnaires were received by this writer, the school calendar was not included, and a follow-up letter, with another self-addressed, stamped envelope, was sent to the superintendent, asking again for a copy of the 1976-1977 school calendar for that district. Thirty-seven of the forty-one school districts,

sampled sent completed questionnaires to this writer for a response rate of 90.2 percent.

Chapter 4

RESEARCH FINDINGS

The majority of the superintendents in Middle Tennessee's 41 county school districts responded in a fine way in filling out the "Tennessee School Calendar Questionnaire" needed to complete this study. Completed questionnaires were received from the central offices of 37 school systems, for a response rate of 90.2 percent. Four of these districts did not send a copy of their 1976-77 school calendar, however, but such seemingly had little effect on the study as a whole.

The first hypothesis in this field study said that traditional school closings for holidays, including Labor Day, a four-day Thanksgiving weekend, an approximate two-week Christmas vacation, and a springtime break, would be in the school calendar of each selected school districts. All of the responding districts observed the Thanksgiving, Christmas, and springtime holidays, and all systems but three Upper Cumberland Counties--Fentress, Smith, and Van Buren--closed their schools for Labor Day. As was noted earlier in this paper, the observance of Labor Day is relatively new in Tennessee, now being a commonly accepted holiday in 91.2 percent of the responding systems, while but a few Tennessee districts closed for Labor Day 15 years ago. Furthermore, many superintendents who replied to this study commented that the spring break was a new item in their school calendars, coming into practice only during the last decade. All of the systems selected for this research

observed a spring break ranging from one to six week days. Twenty-one of the thirty-seven selected districts closed for five week days at the spring break. These research results supported the first hypothesis, relating to the observance of traditional school closings for holidays.

Secondly, this study hypothesized that in each selected school district, schools would close for the meeting of the Middle Tennessee Education Association (MTEA) convention in Nashville. All responding counties, except Cumberland and Lawrence, indicated that they did close schools for this autumn meeting. It is 116 miles from Crossville, the Cumberland County seat, to Nashville, and Cumberland County was on the East Tennessee-Middle Tennessee "border" up on the Cumberland Plateau. This could explain Cumberland County not closing for the MTEA convention. Lawrence County is on the Alabama border. Its county seat, Lawrenceburg, is 75 miles from Nashville. Perhaps, that was why this system did not close for the MTEA meeting. The MTEA convention was used as an in-service day by many of the school districts, while others listed it either as a board day or a "no day." As 94.6 percent of the selected counties closed for the MTEA gathering, the results of the research more-or-less did support the second hypothesis, which related to schools closing for the MTEA convention.

Hypothesis number three stated that in the majority of the districts studied, a small group of administrators would be the ones who annually drew up the school calendar. Such did not seem to be the case. Only fourteen school systems, or 37.8 percent, indicated that no teachers played a major role in forming their school calendars. Of course, "major role" is a relative term whose interpretation was left up to the local administrator. In two counties--Fentress and Van Buren--it was

reported that all of the teachers played a major role, and one wondered how every teacher could play a major role. But in most cases, the number of teachers involved did seem to be of such a size that they could have had a major influence in this area. The research results did not support the hypothesis concerning who drew up the school calendar.

The fourth hypothesis in this field study declared, that in the majority of the districts studied, school attendance would be a consideration in forming the school calendar. No district surveyed closed their schools for Columbus Day, Veterans Day, or Washington's Day, all now Monday Holidays observed by the federal government workers and most state government and financial institutions. One county--Cheatham--did indicate that for the first time, they would close schools for both Columbus Day and Washington's Day during their 1977-78 school year. Columbus Day would be counted as a "no day," and Washington's Day would be indicated to be a vacation day, and would possibly be used to make up a "snow day" on Cheatham's 1977-78 calendar. And, as of 1978, Veteran's Day will no longer be designated as a Monday Holiday, but will be observed by the federal government on the traditional November 11 date. Only five districts--Lawrence, Marshall, Montgomery, Putnam, and Sumner--said that they closed schools for Memorial Day, also now a Monday Holiday. But 17 systems indicated that their school year had ended before Memorial Day, leaving less than 50 percent actually holding classes on Memorial Day.

All reporting districts took a Christmas break, ranging from five to ten week days, with ten being the most common number. All but five systems--Davidson, Montgomery, Warren, Wayne, and Wilson--said that they

permitted Christmas parties in at least some of their schools on the last day of school before the Christmas holidays. Twenty counties, or 54.1 percent, affirmed that their buses ran early on the day before the Christmas holidays. Sixteen districts ended their fall semester and administered their mid-term exams before they closed for the Christmas break. Several administrators said that this was a new innovation in their systems, coming into practice within the last ten years, and offering the obvious advantages of letting students be tested while the data is fresher on their minds and having to worry less about the more common January snows interfering with the mid-term examination schedule.

Five county school systems--Grundy, Lawrence, Lincoln, Overton, and White--mentioned that they did not have a report card day at the end of the school year. All others, or 86.5 percent, said that they did.

The administrators were asked if they took school-attendance-related problems into consideration when drawing up their school calendars. Twenty-seven systems, or 73 percent, indicated that they did. The research results did support the hypothesis concerning the consideration of school attendance problems.

Fifthly, this field study hypothesized that in the majority of the selected school districts, discipline matters would not be a factor in making the school calendar. The administrators were asked if they closed schools on Halloween Day, a day that often produces discipline problems, but no school system closed for this day. As was mentioned earlier, 16 districts ended their fall semester and gave their mid-term exams on the days immediately preceeding the Christmas break. While the motive for doing such may not be a discipline-related one, it indeed does assist in discipline, for the day just before the Christmas break can be a hectic

one if students, particularly secondary ones, are not kept busy.

Traditionally, the fall semester has contained several breaks, while the spring semester has been virtually without breaks from New Year's Day until the end of school in May. But the spring break, or Easter break, has now become quite common, with all reporting systems taking a spring break from one to six days, with five days being the most common. Yet, it is generally three months or more between New Year's Day and the spring break, and systems might want to consider offering some kind of break within that time. Except for sometimes closing for the Tennessee Education Association (TEA) convention in early March, no system reported that they closed schools, save for weather or illness problems, between the Christmas holidays and the spring break. One district--Cheatham--did report that they would close schools on Washington's Day in 1978, unless it had to be used to make up a "snow day."

Thirty-two school systems reported that they did not consider discipline matters when they made their school calendars. So the research supported the hypothesis relating to discipline situations.

Hypothesis number six declared that allowing flexibility for teacher in-service training procedures by giving each teacher some serious freedom of choice in choosing in-service training activities would not be a consideration in writing school calendars in the majority of the selected school districts. The systems were asked if they held any of their in-service days in joint meetings with teachers from other school districts, and 22 systems or 59.5 percent, responded in the affirmative. Several counties in the Murfreesboro area closed schools and had their teachers to attend the Educational Conference on the campus of Middle Tennessee State University in late August. Likewise, many systems in

the Cookeville neighborhood jointly attended a similar meeting at Tennessee Tech University during two days in mid-August. Three counties around Dickson held a cooperative in-service training session for three days at the beginning of the school year. And several districts required their teachers to attend the MTEA convention in Nashville for a day of in-service training.

It was a pleasant surprise to this writer that only seven districts, or 19 percent, used all ten of their in-service days for structured meetings or workshops, either on a district-wide or individual-school-wide basis. The remainder used either a point system or hour system and permitted their teachers to use from one to six of their required ten in-service training days for professional growth activities of their own choosing. It was encouraging to see that the majority of the reporting districts had come to realize that all teachers do not have the same needs for professional growth. Especially progressive programs seemed to be in effect in the counties of Cheatham, Van Buren, and White. It was good to discover that the research did not support the hypothesis concerning the lack of flexibility in teachers choosing their in-service training activities.

The seventh and final hypothesis of this field study stated that tradition would be a strong factor in making the school calendar in each selected school system. Tradition was admittedly difficult to explore. The administrators were asked if their school system had started and ended the school year at approximately the same dates for the last decade or longer and 89.2 percent of them stated that such was the case. They were asked if their district had observed the same holidays for the last decade or longer, with 83.8 percent of them

answering yes. All but three systems--Cumberland, Lawrence, and Montgomery--said that they had closed schools for the October MTEA meeting for the last ten years or longer. And 67.6 percent of the respondents indicated that the same categories of school personnel had drawn up their school calendar for at least the past ten years or more. Most administrators indicated that their school calendar had changed very little over the past decade. The most often mentioned changes were the flexibility now offered in teacher in-service training and the observance of a spring break. One superintendent said that his system had a longer Christmas break now, but another said that his district took a shorter Christmas break than had been the case previously. Some mentioned that they were now closing for Labor Day, and others pointed out that they now completed their fall semester before closing schools for Christmas. Overall, these findings did support the hypothesis relating to the influence of tradition on the school calendar.

Although it was not related to any of the hypothesis, the "snow days" problem was examined in this study. "Snow days" are a normal part of the school calendar in Tennessee, and were especially so during the 1976-77 school year when the very harsh winter took place. For example, Cheatham County had two "snow days" during the 1975-76 school year, but the weather and lack of natural gas closed Cheatham's schools for twenty-three days during 1976-77. Responding school systems reported that they had from three to twenty-seven "snow days" during the 1976-77 school year. Seventeen of the districts missed more than twenty days, with the counties of Fentress, Jackson, and Macon each missing twenty-seven days. In the southern part of Middle Tennessee, Lincoln County missed three days, while nearby Coffee and Giles counties missed only six

days. Lawrence County had five "snow days" in 1976-77. The districts were asked how they made up the missed time as Tennessee state law requires that all school systems offer their students a minimum of 175 instruction days, unless the minimum is waved by the State Legislature. All of the systems were able to make up all of their "snow days." Solutions varied from county to county, but most systems who missed a lengthy number of days made them up by extending their school days, using their planned spring vacation time, and by adding some days on to the end of the school year. Some went to school on Saturdays, and some used in-service days to hold classes. The latest ending date was June 18, when Metro-Nashville concluded their school year. Many superintendents planned to start their 1977-78 school year earlier than they did in 1976-77.

The administrators were also asked what innovative feature did they consider their system's school calendar to have. Many felt that their calendar was void of innovations, but several pointed out that their teacher in-service training options were more flexible than had previously been the case. The MTEA and TEA conventions had become optional in-service days, rather than required, in quite a few of the districts. And some systems required the MTEA and TEA days to be used as in-service time, but permitted their teachers to remain in their schools and work there rather than go to the convention in Nashville. Another calendar innovation mentioned by some was the inclusion of parent-teacher conference days, counting as teacher in-service time. One system said that they now had two days of student registration, followed by an in-service day, before classes began. And another district noted that their 1977-78 calendar had a "snow day" contingency plan that included what

would happen to their school calendar for up to eight days of snow.

The school districts were also asked what were some steps that they felt that a system should take to draw up an effective school calendar, whether their particular district did them or not. The suggestions were varied. One administrator felt that Tennessee should have a statewide school calendar drawn up by the state department of education. Many of the respondents said that they felt that more persons should be involved in the planning of the school calendar, including parents and classroom teachers. But while one supervisor expressed the desire for more teachers to take an active part in making the school calendar, she found that teachers did not like to put in extra time after school hours, and it was hard to get a group of teachers together. Several suggested that the teachers' in-service programs should be more flexible, and this was an obvious trend across Middle Tennessee. Yet, one supervisor wanted more structured in-service sessions for full days. After the harsh winter of 1976-77, it was further noted that weather and fuel supplies would have to be considered in the future. Another supervisor said that she would like to see all in-service training given at the State's community colleges during the summer, feeling that her teachers would profit more from this type of work. A Cumberland Plateau supervisor stated that he sincerely wanted principals to become more involved and conduct in-school in-service programs to develop and improve instruction through curriculum planning.

How long is the school year in Tennessee? Without exception, all responding districts showed a school calendar consisting of 200 days. A vast majority of these districts had their calendar broke down into this pattern: 175 instruction days, 10 in-service days, 10 vacation

days, and 5 paid holidays (board days). But, as the 5 board days may be used as a local board of education sees fit, there were some exceptions to the above mentioned pattern. The most "different" exception was in Bedford County, where three of the board days were used for student instruction, and the remaining two were used for additional in-service days. Bedford was the only responding district that had more than ten teacher in-service training days. Both tradition and statutory law seemed to shape the typical Tennessee school calendar.

Chapter 5

SUMMARY AND CONCLUSIONS

SUMMARY OF HYPOTHESES, METHOD, AND FINDINGS

The school calendar was one of those traditional parts of education that everyone seemed to take for granted. This writer became interested in this subject by working on a school calendar committee in his school district, a committee made up of both classroom teachers and administrators, as designated by the agreement between the local school board and the local education association. This group produced a school calendar for its system that is somewhat different from those of previous years, but yet is mostly similar. This writer began to ask himself why could educators not use the school calendar to assist in controlling such educational concerns as discipline and attendance. He wondered to what extent the school calendar was controlled by tradition. Apparently, very little had been written on the subject. These things led to this field study topic.

Seven hypotheses were formulated for the research. The first one stated that all school systems would observe the traditional school holidays. Thanksgiving, Christmas-New Year's Day, and a spring break were observed by all responding districts, and all but three systems closed schools for Labor Day. Thanksgiving and Christmas were long-time holidays, but the spring break and Labor Day were relatively new items on

most school calendars, coming into being only within the past decade in the Tennessee systems studied. Labor Day did make a nice long weekend break early in the school year, and the spring break served as a nice "oasis" in the midst of the long second semester "desert."

The second hypothesis said that all systems studied would close for the annual convention of the Middle Tennessee Education Association, held in October in Nashville. All but two districts--Cumberland and Lawrence--closed for this meeting. The questionnaire did not provide for these systems to give reasons for their non-participation, and one could only speculate about the matter, especially in the case of Lawrence County, which is much closer to Nashville than Cumberland County.

The third hypothesis was not supported by the research findings. The item said that in most districts, only administrators would draw up the school calendar. But classroom teacher involvement was growing in this area, with 62.2 percent of the respondents indicating that at least some teachers helped formulate their calendars in a major way.

The study also hypothesized that pupil attendance would be a consideration when most systems made their calendars. Seventy-three percent of the responding administrators indicated that this was the case.

Fifthly, this writer hypothesized that discipline matter would not be a consideration in most districts when they drew up their calendars. Only five systems responded that they took discipline matters in mind when working on their calendars.

The sixth hypothesis said that flexibility for teacher in-service training procedures by giving each teacher some serious freedom of choice in choosing in-service training activities would not exist in most systems. This was not supported by the research findings as 81.1 percent

did permit their teachers to use from one to six of their in-service days on professional growth activities of their own choosing.

The final hypothesis affirmed that tradition would be a strong factor in making the school calendar in each responding district. The overall findings did support this hypothesis.

A forty-item questionnaire was mailed to forty-one county superintendents in Middle Tennessee. They were asked to fill out the questionnaire or let some official in their central office do so, and return the completed questionnaire along with a copy of their 1976-77 school calendar, and, if they had such available, also a copy of their 1977-78 calendar. Thirty-seven completed questionnaires were returned, and, finally, thirty-four systems sent a copy of their recent school calendar. The questionnaires and the calendars were used to explore the hypothesis in this field study.

CONCLUSIONS

This study on the school calendar mostly confirmed the suspicions of this writer. Virtually all responding districts closed for the same holidays, and had done so for the last ten years or longer. All but two systems closed schools for the October MTEA convention in Nashville. Most educators did consider attendance-related problems when making their school calendars, but few took discipline-related matters in mind. The role of tradition in the school calendar was quite strong.

This writer was most surprised, however, when two of the hypotheses were not supported by the research. Classroom teachers were giving more input in drawing up the school calendar, and it was not just a central office domain as had been hypothesized. As professional

negotiations between school boards and teachers have been on the increase, this writer felt that teacher concern in helping form the school calendars would grow, and 70.1 percent of the responding administrators agreed. But from one to thirty-two teachers already played a major role in forming their school calendars in their districts and two superintendents said that all of their teachers played a major role. While it was difficult to see how all teachers could play a major role in this area, it was admirable to see that the superintendents were attempting to gain this kind of teacher involvement.

The other non-supported hypothesis dealt with teacher in-service. In the past, most, if not all, of a district's teacher in-service days were general meetings, often held in some key central location with several school systems participating in a joint effort. Teachers often saw this method as being tiresome and irrelevant. While some modification of this system had been thought to have occurred, this writer hypothesized that most school districts still gave their teachers little flexibility in choosing their in-service activities. The research did not support this particular hypothesis. All but one responding district required their teachers to work the state minimum requirement of ten in-service days, the other district having twelve in-service days. Thirty of these systems permitted their teachers to have optional in-service days, generally using a point system or hour system to total the necessary time for in-service credit.

IMPLICATIONS

Since all Tennessee school systems are required to have ten teacher in-service training days, these systems would do well to seek teacher in-put and attempt to use the in-service time in helpful and relevant professional growth activities. Teachers generally prefer a "get started" day at the beginning of the school year and then some days to work in their schools before the students arrive. They need a day or so to grade papers and fill out student records at the end of the school year. A day or its equivalent could be profitably used for parent-teacher conferences in most districts. But the remaining time could be used by a teacher on an individual basis to be involved in professional growth activities as he saw need.

Many administrators expressed the desire to involve more concerned persons, such as parents and classroom teachers, in annually making their school calendars. The increased role of classroom teachers was obvious in most responding districts. Other systems would do well to seek meaningful assistance from their teachers. Parents certainly have a concern about when schools will be open and closed, as do students. Perhaps a committee of student leaders, parents, classroom teachers, principals, and supervisors would be most effective in drawing up a beneficial school calendar.

Most respondents said that they took attendance-related problems into consideration when forming their calendars. It is well that this is true, for why hold classes on days when large absenteeism is probable. Schools often are open on the Monday Holidays when many parents are off from work and some either keep their children at home with them or take

them on weekend trips. Yet no responding system had closed on either Columbus Day, Veterans Day (now observed on a Monday in most areas), or Washington's Day. Fourteen districts held classes on Memorial Day, and three systems met on Labor Day. School districts would also do well to look at their Christmas vacation days and not attempt to hold classes on days when attendance would be low. For example, many systems in 1977-78 do not plan to re-open school until Tuesday, January 3, 1978. This is a wise move, for Monday, January 2, 1978, will be the legal New Year's holiday for most families, and will be the day for the traditional New Year's Day college football bowl games, which are not traditionally played on a Sunday. Attendance probably will be low that day in systems attempting to hold classes.

The coming of the spring break was a welcome change in the school calendar during the last ten years. Many families take trips during the Easter period, whether schools are open or not, so attendance suffers if classes are held. The spring break, or Easter break, also genuinely gives students and faculty a break during the relatively "breakless" spring semester. School systems should also take note for local events which would hurt attendance. For example, Bedford County plans to close schools during the week of the Tennessee Walking Horse Show in Shelbyville, a wise move indeed. Students must by state law attend school for at least 175 days, and districts need to select carefully those 175 days on the calendar when students are most likely to be in their classrooms.

In contrast, most districts responded that they did not consider discipline-related problems when drawing up their calendar. How can the school calendar be used to control discipline? Schools could consider

closing on Halloween Day, a day that can be oftentimes unruly, especially on the secondary level. Discipline can also get out of hand on the last school day before the Christmas holiday, and it has proven helpful at this writer's school to end the fall semester before the Christmas break and administer mid-term exams on the last two or three days. Only five responding districts did not permit Christmas parties. While such parties are fun to have on the elementary level, they can easily get out of hand in secondary schools. Some superintendents said they permitted Christmas parties only in their elementary grades. Twenty districts, or 54.1 percent, let their buses run early on the day before Christmas vacation. This often aids discipline situations on that hectic day.

Having breaks in the school schedule also helps in discipline. The spring break has provided some fine relief for both teachers and students, and a day off between New Year's Day and Easter would not hurt anything. Thirty-two districts said that they had a report-card day at the end of their school year. This generally short day can be helpful in managing discipline situations at this crucial time. An experienced administrator once told this writer that there were four days during the school year that a principal had best watch:

- (1) Halloween Day.
- (2) The day before the Christmas break.
- (3) The first warm day in the springtime--"the sap starts rising," he said.

- (4) The last day of the school year.

The school calendar can do little about that first warm spring day, unless the day should luckily fall during the Easter week break, but it

can be most helpful in maneuvering the other three days to the advantage of good discipline in the school systems.

And what about tradition? Like many other situations, some will defend their school calendar by saying, "that's the way we've always had it." And there is nothing necessarily wrong with that. But then, there is nothing necessarily right with it either. If a district has started and ended their school year at approximately the same dates, and observed the same holidays, and always closed for the MTEA convention, and permitted the same categories of school personnel to draw up the school calendar all for the last decade or longer, then they should take a self-examination and ask themselves if their practices in each mentioned instant are best for their school district. Fresh approaches can be most beneficial.

School systems in Tennessee were involving more people in making their calendars, and that was a good trend. The school calendar affects the lives of too many people to permit one administrator to sit in some secluded private office and draw up the calendar without the benefit of helpful input from other involved persons, especially on the professional level, not to mention affected non-professionals like parents and students.

All in all, this field study showed positive trends in the Tennessee school calendar. Things were somewhat different than they had been ten years earlier. New holidays like Labor Day and the Easter break had been added to most systems' calendars. The mass media very well could be the factor in causing a southern state like Tennessee to observe holidays that had been observed in the more northern parts of America for several years. The majority of systems were now offering a much

more flexible in-service training program for their teachers. More districts were seeking input from their teachers in making their school calendars. Things were not exactly the same as they had been previously. Trained educators were taking a harder look at their calendars, and good should result from this re-evaluation.

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APPENDIX A

LETTER OF TRANSMITTAL

June 23, 1977

Mr. Nile A. Todd, Supt.
Cheatham County Board of Education
Ashland City, Tennessee 37015

Dear Mr. Todd,

I am working on a field study at Austin Peay State University this quarter to complete my work on an Ed. S. degree. My research deals with the traditional school calendar, especially as it is used in Middle Tennessee school districts.

I need a personal favor from you. I need for either you or a high-ranking administrative official in your office to spend about fifteen minutes filling out the enclosed questionnaire. I also need a copy of your 1976-77 school calendar and, if you have printed it, also a copy of your 1977-78 school calendar. Enclosed is a self-addressed, stamped envelope for your convenience.

As I must complete this research by the end of the summer term, I would greatly appreciate a prompt reply from your office.

Thank you so very much for your help.

Sincerely,

Alvin Rose, Principal

APPENDIX B

FOLLOW-UP LETTER

June 29, 1977

Mr. Byram D. Phy, Supt.
Humphreys County Board of Education
Waverly, TN 37185

Dear Mr. Phy,

Thank you so much for promptly answering my Tennessee school calendar questionnaire. However, I need a copy of your 1976-77 school calendar to be able to complete my study. I also would appreciate receiving a copy of your 1977-78 school calendar if you have printed it. I very much would like to include Humphreys County in my study.

Thank you for any assistance that you can render.

Sincerely,

Alvin Rose, Principal

APPENDIX C

TENNESSEE SCHOOL CALENDAR QUESTIONNAIRE

Name and Title of the Person Filling Out This Questionnaire:

NAME _____

TITLE _____

DIRECTIONS:

1. Most of the questions are simply a "multiple choice" type. Please put the letter in the blank that best answers the question for you.
2. Some questions ask for a specific number as related to your school system, e. g. #4.
3. Some questions are the "short answer" type, e. g. #6, and space is given for you. If you need additional space, you may write on the back or attach additional sheets.

TENNESSEE SCHOOL CALENDAR QUESTIONNAIRE

- _____ 1. Does your school district observe the Labor Day holiday?
a. Yes b. No c. We do not begin our school year until after Labor Day.
- _____ 2. Does your school district observe the Thanksgiving Day holiday?
a. Yes b. No c. We close only for Thanksgiving Day itself, and not for "Thanksgiving Friday," too.
- _____ 3. Does your school district close for approximately two weeks to observe the Christmas - New Year's holidays?
a. Yes b. No.
- _____ 4. How many week days were you actually closed for the Christmas - New Year's holidays during the 1976 - 77 school year? (Put the number, please.)
- _____ 5. How many days did you originally plan to be out of school during the "spring break" of the 1976 - 77 school year? This is not taking into consideration any "snow days" that you might have made up during that week this year. (Put the number, please.)
- _____ 6. How did you indicate your "spring break" days on your 1976 - 77 calendar? (Sample: three in-service days, one vacation day, one board day.)
- _____
- _____
- _____
- _____ 7. Does your school system usually have some type of spring break at Eastertime?
a. Yes b. No c. Yes, but not necessarily at Easter week.
- _____ 8. Does your school district close schools for the annual Middle Tennessee Education Association convention in Nashville in October?
a. Yes b. No.

- _____ 9. Who normally draws up your school calendar each year?
- a. The superintendent b. A school board committee
 - c. The superintendent and part of the central office staff.
 - d. The superintendent and other administrators, including supervisors and principals
 - e. The superintendent, other administrators, and some classroom teachers
 - f. Classroom teachers and some administrators, but not including the superintendent
 - g. Classroom teachers and the superintendent
 - h. Other (indicate who, please) _____
- _____ 10. How many classroom teachers, if any, played a major role in drawing up your 1976-77 school calendar? (Put the number, please.)
- _____ 11. It seems that professional negotiations between school boards and teachers are on the increase. If this trend continues, do you perceive that your teachers will have a strong concern in helping form your school calendar?
- a. Yes b. No.
- _____ 12. Do you take school-attendance-related problems into consideration when drawing up your school calendar?
- a. Yes b. No.
- _____ 13. Do you attempt to close schools on those days when your pupil attendance would probably be poor?
- a. Yes b. No.
- _____ 14. Do you close schools for Columbus Day?
- a. Yes b. No.
- _____ 15. Do you close schools for Veterans Day?
- a. Yes b. No.

- _____ 16. Do you consider pupil attendance when arranging your Christmas holidays?
a. Yes b. No.
- _____ 17. Do you permit parties on the last day of school before the Christmas holidays?
a. Yes b. No.
- _____ 18. Do your buses run early on the day before a holiday period?
a. Yes b. No.
- _____ 19. Do you close schools for Washington's Day?
a. Yes b. No.
- _____ 20. Do you consider pupil attendance problems when arranging your spring vacation?
a. Yes b. No.
- _____ 21. Do you close schools for Memorial Day?
a. Yes b. No c. Our school year has ended by Memorial Day, the last Monday in May.
- _____ 22. Do you have a report card day at the end of the school year?
a. Yes b. No.
- _____ 23. Are your schools scheduled to be closed at least one week day during each calendar month of the school year?
a. Yes b. No.
- _____ 24. Are pupil-discipline-related problems taken into consideration when you draw up your school calendar?
a. Yes b. No.
- _____ 25. Do you close schools for Halloween Day?
a. Yes b. No.
- _____ 26. Do you end your fall semester before your Christmas vacation?
a. Yes b. No.
- _____ 27. If you answered "Yes" to #26, do you give mid-term examinations on the days immediately preceeding the Christmas break?
a. Yes b. No c. Not applicable

- _____ 28. Are your schools scheduled to be closed during any week days between New Year's Day and your spring vacation?
a. Yes b. No.
- _____ 29. Tennessee law requires all school districts to have ten in-service education days each school year for their teachers. Does your school district hold any of its in-service days in joint meetings with teachers from other school districts?
a. Yes b. No.
- _____ 30. Are all ten of your school district's in-service days used for structured meetings or workshops, either on a district-wide basis or individual-school-wide basis?
a. Yes b. No.
- _____ 31. How many, if any, of your school district's in-service days for 1976-77 were used by teachers on individual bases for approved activities of their choice? (Give the number, Please, even if it is zero.)
- _____ 32. Would you say that your school system has started and ended the school year at approximately the dates for the last decade or longer?
a. Yes b. No.
- _____ 33. Would you say that your school district has observed the same holidays for the last decade or longer?
a. Yes b. No.
- _____ 34. Would you say that your school district has closed schools for the MTEA meeting in October for the past decade or longer?
a. Yes b. No.
- _____ 35. Would you say that approximately the same categories of school personnel have drawn up your school district's calendar for the last decade or longer?
a. Yes b. No.
- _____ 36. What major differences, if any, would you say exist between your 1976-77 school calendar and the calendar of your school system approximately ten years ago?
a. None b. The major difference(s) is _____

37. How many "snow days" did your school system have during the 1976-77 school year? (Put the number, please.)

38. How did you make up the "snow days" that you had during the 1976-77 school year?

39. What innovative feature do you consider your school system calendar to have, if any?

40. What are some steps that you feel that a school district should take to draw up an effective school calendar, whether your district does them or not?

THANK YOU, FELLOW ADMINISTRATOR, FOR COMPLETING THIS TENNESSEE SCHOOL CALENDAR QUESTIONNAIRE. REMEMBER, A COPY OF THE RESULTS WILL BE SENT TO YOU UPON THE COMPLETION OF THIS STUDY.

Alvin C. Rose, Principal
Cheatham County Central High

APPENDIX D

RESPONDING DISTRICTS

The following Middle Tennessee school districts responded to this field study by returning a completed questionnaire and a copy of their school calendar: Bedford, Cannon, Cheatham, Clay, Coffee, Cumberland, DeKalb, Dickson, Fentress, Franklin, Giles, Grundy, Hickman, Houston, Humphreys, Jackson, Lawrence, Lincoln, Marshall, Maury, Montgomery, Moore, Overton, Putman, Robertson, Rutherford, Smith, Sumner, Van Buren, Warren, Wayne, White, Williamson, and Wilson counties.

These school systems responded by sending a completed questionnaire but did not send a copy of their school calendar: Davidson (Metro-Nashville), Macon, and Perry counties.

These mid-state school districts did not respond: Lewis, Pickett, Stewart, and Trousdale counties.

TABLE ONE

HOLIDAY-RELATED PRACTICES IN RESPONDING DISTRICTS, 1976-77.

	Close for Labor Day?	Number of days closed for Christmas?	Allow Christmas parties?	Buses run early at Christmas?	End fall Semester at Christmas?	Number of days closed for Easter?	Close for Memorial Day?
Bedford	Yes	7	Yes	No	No	2	No
Cannon	Yes	10	Yes	Yes	Sometimes	2	Out of School
Cheatham	Yes	10	Yes	Yes	Yes	5	Out of School
Clay	Yes	7	Yes	Yes	Yes	2	Out of School
Coffee	Yes	10	Yes	Yes	No	5	Out of School
Cumberland	Yes	10	Yes	No	No	5	Out of School
Davidson	Yes	10	No	No	No	5	No
DeKalb	Yes	8	Yes	Yes	Yes	3	No
Dickson	Yes	5	Yes	No	Yes	5	Out of School
Fentress	No	10	Yes	No	No	2	Out of School
Franklin	Yes	10	Yes	No	Yes	5	Out of School
Giles	Yes	10	Yes	Yes	No	5	Out of School
Grundy	Yes	10	Yes	Yes	No	5	No
Hickman	Yes	7	Yes	No	No	6	Out of School
Houston	Yes	10	Yes	Yes	No	1	Out of School

CONTINUATION

	Close for Labor Day?	Number of days closed for Christmas?	Allow Christmas parties?	Buses run early at Christmas?	End fall Semester at Christmas?	Number of days closed for Easter?	Close for Memorial Day?
Humphreys	Yes	8	Yes	No	Yes	5	Out of School
Jackson	Yes	7	Yes	Yes	Yes	3	Out of School
Lawrence	Yes	10	Yes	No	No	2	Yes
Lincoln	Yes	10	Yes	Yes	No	5	No
Macon	Yes	7	Yes	Yes	Sometimes	2	Out of School
Marshall	Yes	8	Yes	Yes	No	5	Yes
Maury	Yes	8	Yes	Yes	Yes	5	No
Montgomery	Yes	10	No	No	Yes	5	Yes
Moore	Yes	8	Yes	No	No	5	
Overton	Yes	10	Yes	Yes	No	2	Out of School
Perry	Yes	10	Yes	No	Yes	1	Out of School
Putnam	Yes	10	Yes	Yes	No	5	Yes
Robertson	Yes	10	Yes	Yes	No	5	No
Rutherford	Yes	10	Yes	No	Yes	5	No
Smith	No	9	Yes	No	Yes	2	No
Sumner	Yes	8	Yes	Yes	Yes	5	Yes
Van Buren	No	8	Yes	No	Yes	2	No
Warren	Yes	10	No	No	No	2	No
Wayne	Yes	10	No	Yes	No	4	Out of School
White	Yes	10	Yes	Yes	No	5	No
Williamson	Yes	10	Yes	Yes	No	5	No
Wilson	Yes	10	No	No	Yes	5	Out of School

TABLE TWO

CALENDAR PRACTICES IN RESPONDING DISTRICTS, 1976-77.

	Who draws up the calendar?	How many teachers helped in a major role?	Consider attendance problems when making calendar?	Consider discipline problems when making calendar?	Hold in-service meetings jointly with other districts?	Days used by teachers for in-service on indi- vidual basis?
Bedford	Supt. and Central office staff	0	Yes	No	Yes	2
Cannon	Super- visor of In- struction	0	Yes	No	Yes	0
Cheatham	Committee of teachers and ad- minis- trators	5	Yes	No	No	3
Clay	Supt. and supv. of instruct- ion	0	Yes	No	Yes	3
Coffee	Supt. , teachers, other ad- ministra- tors	16	Yes	Yes	Yes	2
Davidson	Teachers and admin- istrators	5	Yes	No	No	5
DeKalb	Supt. and other ad- minis- trators	4	Yes	No	Yes	3

CONTINUATION

	Who draws up the calendar?	How many teachers helped in a major role?	Consider attendance problems when making calendar?	Consider discipline problems when making calendar?	Hold in-service meetings jointly with other districts?	Days used by teachers for in-service on indi- vidual basis?
--	----------------------------------	---	--	--	---	---

Dickson	Supt. and admini- strators	0	No	No	Yes	4
Fentress	Teachers and ad- mini- strators	120 (?)	Yes	No	Yes	5
Franklin	Supt. and admini- strators	0	Yes	No	Yes	3
Giles	Supt. and central office staff	0	No	No	No	3
Grundy	Teachers and ad- mini- strators	5	Yes	No	Yes	5
Hickman	Supt.	0	Yes	No	No	0
Houston	Supt.	0	No	No	Yes	3
Humphreys	Supt., teachers, admini- strators	10	Yes	No	Yes	2
Jackson	Super- visors and principals	0	Yes	No	Yes	3
Lawrence	Supt., teachers, admini- strators	10	Yes	No	No	2
Lincoln	Supt., other ad- mini- strators,	15	No	No	Yes	5

CONTINUATION

	Who draws up the calendar?	How many teachers helped in a major role?	Consider attendance problems when making calendar?	Consider discipline problems when making calendar?	Hold in-service meetings jointly with other districts?	Days used by teachers for in-service on indi- vidual basis?
Macon	Supt., teachers, admini- strators	7	No	No	Yes	5
Marshall	Supt. and teachers	?	Yes	Yes	Yes	2
Maury	Supt., teachers, admini- strators	5	Yes	No	No	0
Montgomery	Teachers and ad- mini- strators	1	No	No	No	0
Moore	Supt. and other ad- mini- strators	3	Yes	No	No	1
Overton	Teachers, Supt., admini- strators	13	No	No	Yes	4
Perry	Supt.	0	Yes	No	No	0
Putnam	Teachers, Supt., ad- mini- strators	7	Yes	No	Yes	5
Robertson	Supt., teachers, admini- strators	3	Yes	No	No	3
Rutherford	Teachers and ad- mini- strators	32	No	No	No	0

CONTINUATION

	Who draws up the calendar?	How many teachers helped in a major role?	Consider attendance problems when making calendar?	Consider discipline problems when making calendar?	Hold in-service meetings jointly with other districts?	Days used by teachers for in-service on individual basis?
Smith	Supt., teachers, supervisor	5	Yes	No	Yes	5
Sumner	Supt. and staff	0	Yes	No	No	4
Van Buren	Teachers and Supt.	44 (?)	No	No	Yes	4
Warren	Supt. and administrators	0	Yes	Yes	Yes	5
Wayne	Supervisor of instruction	0	No	Yes	No	0
Williamson	Supt., teachers, administrators	12	Yes	No	No	3
Wilson	Supt., central office staff	0	Yes	No	Yes	6

APPENDIX G

TABLE THREE

CALENDAR DATES, TRADITIONAL PRACTICES, AND "SNOW DAYS"
IN RESPONDING DISTRICTS, 1976-77.

	Starting and closing dates for school year in 1976-77	Observed same holidays for last decade or longer?	Same personnel drawn up calendar for last decade?	Closed for MTEA for last decade or longer?	Number of "snow days" in 1976- 1977
Bedford	Aug. 16 -June 3	No	Yes	Yes	10
Cannon	Aug. 16 -May 25	Yes	No	Yes	15
Cheatham	Aug. 23 -May 31	Yes	No	Yes	23
Clay	Aug. 23 -May 27	Yes	Yes	Yes	30
Coffee	Aug. 12 -May 26	No	Yes	Yes	6
Cumberland	Aug. 31 -June 3	Yes	No	No	25
Davidson	Not Given	Yes	Yes	Yes	16
DeKalb	Aug. 17 - ?	Yes	Yes	Yes	10
Dickson	Aug. 16 -May 19	Yes	Yes	Yes	23
Fentress	Aug. 17 - ?	Yes	Yes	Yes	27
Franklin	Aug. 18 -May 24	Yes	Yes	Yes	12
Giles	Aug. 16 -May 29	Yes	Yes	Yes	6
Grundy	Aug. 9 -May 17	Yes	Yes	Yes	18

CONTINUATION

	Starting and closing dates for school year in 1976-77	Observed same holidays for last decade or longer?	Same personnel drawn up calendar for last decade?	Closed for MTEA for last decade or longer?	Number of "snow days" in 1976- 1977
Hickman	Aug. 25 -May 28	Yes	Yes	Yes	23
Houston	Sept. 3 -May 27	No	No	Yes	22
Humphreys	Aug. 23 -May 19	Yes	Yes	Yes	20
Jackson	Aug. 18 -May 27	No	No	Yes	27
Lawrence	Aug. 16 -May 27	Yes	No	No	5
Lincoln	Aug. 23 -June 1	No	No	Yes	3
Macon	Not Given	Yes	Yes	Yes	27
Marshall	Aug. 30 -June 2	Yes	Yes	Yes	10
Maury	Aug. 23 -June 2	Yes	Yes	Yes	18
Montgomery	Aug. 19 -May 27	Yes	No	No	18
Moore	Aug. 30 -June 3	Yes	Yes	Yes	9
Overton	Aug. 19 -May 25	Yes	Yes	Yes	24
Perry	Not Given	Yes	Yes	Yes	22
Putnam	Aug. 23 -May 27	Yes	Yes	Yes	23
Robertson	Aug. 19 -May 31	Yes	No	Yes	23

CONTINUATION

	Starting and closing dates for school year in 1976-77	Observed same holidays for last decade or longer?	Same personnel drawn up calendar for last decade?	Closed for MTEA for last decade or longer?	Number of "snow days" in 1976-1977
Rutherford	Aug. 23 -June 2	Yes	Yes	Yes	10
Smith	Aug. 18 -May 26	No	Yes	Yes	23
Sumner	Aug. 19 (77-78) -June 3	Yes	Yes	Yes	22
Van Buren	Aug. 16 -May ?	Yes	Yes	Yes	19
Warren	Aug. 16 -June 1	Yes	Yes	Yes	19
Wayne	Aug. 30 -May 27	Yes	No	Yes	16
White	Aug. 16 -May ?	Yes	Yes	Yes	23
Williamson	Aug. 30 -June 1	Yes	No	Yes	?
Wilson	Aug. 23 -May 26	Yes	No	Yes	21

TABLE FOUR

CALENDAR CATEGORIES IN RESPONDING DISTRICTS, 1976-77.

	Instruction Days	In-Service Days	Vacation Days	Paid Holidays	Total School Year Days
Bedford	178	12	10	0	200
Cannon	175	10	10	5	200
Cheatham	175	10	10	5	200
Clay	175	10	10	5	200
Coffee	175	12	13	0	200
Cumberland	180	10	10	0	200
Davidson		NO	CALENDAR	SENT	
DeKalb	175	10	10	5	200
Dickson	175	10	10	5	200
Fentress	175	10	10	5	200
Franklin	175	10	10	5	200
Giles	175	10	10	5	200
Grundy	175	10	10	5	200
Hickman	175	10	10	5	200
Houston	175	10	10	5	200
Humphreys	175	10	10	5	200
Jackson	175	10	10	5	200
Lawrence	175	10	10	5	200
Lincoln	175	10	10	5	200
Macon		NO	CALENDAR	SENT	
Marshall	175	10	10	5	200

CONTINUATION

	Instruction Days	In-Service Days	Vacation Days	Paid Holidays	Total School Year Days
Maury	177	10	10	3	200
Montgomery	175	10	10	5	200
Moore	175	10	10	5	200
Overton	175	10	10	5	200
Perry		NO	CALENDAR	SENT	
Putnam	175	10	10	5	200
Robertson	179	10	11	1	200
Rutherford	175	10	10	5	200
Smith	175	10	10	5	200
Sumner	175	10	10	5	200
Van Buren	175	10	10	5	200
Warren	179	10	10	1	200
Wayne	175	10	10	5	200
White	175	10	10	5	200
Williamson	175	10	10	5	200
Wilson	175	10	10	5	200

TABLE FIVE

LENGTH OF SCHOOL YEAR FOR PUPILS AND CONTRACT YEAR FOR TEACHERS,
(1969-70)

EIGHT TENNESSEE SCHOOL SYSTEMS¹

School System	Days in school year for pupils 1969-70	Number of contract days for teachers beyond pupil's school year						Con- tract year for teach- ers Total Cols. 2--8
		Days before schools open in Fall	Days after schools close in Spring	Days for profes- sional meet- ings	Days for system wide in- service meet- ings	Paid holi- days in- cluded in con- tract	Addi- tional con- tract days	
1	2	3	4	5	6	7	8	9
Memphis	180	...	10	...	10	...	...	200
Metropolitan Nashville	175	1	...	2	5	15	2	200
Chattanooga	175	...	...	...	5	15	5	200
Clarksville- Montgomery County	175	...	...	...	10	15	...	200
Knox County	177	6	2	...	5	10	...	200
Johnson City	180	4	2	...	4	10	...	200
Kingsport	176	3	2	2	3	14	...	200
Oak Ridge	180	8	4	...	...	10	4	206

¹ School Year for Pupils And Teachers, 1969-70 (Washington: Educational Research Service, 1970), pp. 7-20

SOME SELECTED 1976-77 SCHOOL CALENDARS

1976-77
CLAY COUNTY SCHOOL SCHEDULE

August 23	Registration School Begins
August 24	Second day of School
August 25, 26, & 27	In-Service for Teachers
August 30	First full day of school
September 6	Labor Day No School
September 16	End first month (15 day month)
October 14	End second month
October 22	MTEA Meeting No School
November 2	Election Day No School
November 15	End third month
November 25, 26	Thanksgiving No School
December 15	End fourth month
December 22	Last day taught before Christmas
January 3	Back to school after Christmas Vacation
January 21	End fifth month
February 18	End sixth month
March 18	End seventh month
April 7, 8, & 11	Spring Vacation
April 20	End eighth month
May	Last day of school

This schedule including 7 days which may be used for snow or other emergencies. If these days are not used, school will end May 18, 1977.

Teachers will be paid on the 20th of each month. Days assigned by the Board cannot be counted as In-Service.

TOTAL DAYS TAUGHT	175
IN-SERVICE	10
DAYS ASSIGNED BY BOARD	5
VACATION	10
TOTAL	<u>200</u> days

CUMBERLAND COUNTY

SCHOOL CALENDAR 1976-77

Pay Schedule				DATES & EVENTS		ClassIn Days	Va a Sr.ti on
Custodians Clerks & Aids		Teachers					
Period	Pay	Period	Pay				
Ending*	Day	Ending	Day				
Aug.				Aug. 17, Tue.-County Wide In-Service		1	
				Aug. 18, Wed.-In-Service in Schoold		1	
				Aug. 19, Thur-Educ. Workshop TTU		1	
				Aug. 20, Fri.-Educ, Workshop TTU		1	
				Aug. 23, Mon.-Begin 1st School Mo.			
31				Sep. 3, Fri.-Co. Fair-Co. Wide In-Sr.		1	
				Sep. 6, Mon.-Labor Day			1
				Sep. 21, Tue.-End 1st School Mo.			
	Sept.8	Sept. 13				20	
			Sept.22	Sep. 22, Wed.-Begin 2nd School Mo.			
				Sep. 24, Fri.-IRA TTU			
Sept.30	Oct. 8	Oct. 11	Oct.20	Oct. 20, Wed.-End 2nd School Mo.		20	
				Oct. 21, Thur-Begin 3rd School Mo.			
				Nov. 2, Tue.-Election Day			1
Oct. 31	Nov. 9	Nov. 8	Nov. 17	Nov. 18, Thur-End 3rd School Day		20	
				Nov. 19, Fri.-Begin 4th School Mo.			
Nov. 30				Nov. 25, Thur-Thanksgiving			1
	Dec. 8	Dec. 7	Dec. 15	Nov. 26, Fri.-Other			1
Dec. 31				Dec. 20, Mon)-Christmas Vacation			2 3
				Dec. 31, Fri)- " "			
				Jan. 3, Mon.-End 4th School Mo.		20	
	Jan. 7	Jan. 14	Jan.19	Jan. 4, Tue.-Begin 5th School Mo.		20	
Jan.31				Feb. 1, Tue.-End 5th School Mo.			
	Feb. 8	Feb. 11	Feb.16	Feb. 2, Wed.-Begin 6th School Mo.			
Feb.28				Mar. 1, Tue.-End 6th School Mo.		20	
				Mar. 2, Wed.-Begin 7th School Mo.			
	Mar. 8	Mar. 11	Mar.16	Mar. 29, Tue.-End 7th School Mo.		20	
May 31				Mar. 30, Wed.-Begin 8th School Mo.			
				Apr, 4, Mon.-Thru Fri.8-Easter Vac.			2 3
Apr.30	Apr.11	Apr.30	Apr.20	May. 2, Mon.-End 8th School Day		20	
		May 11		May 3, Tue.-Begin 9th School			
May 31	May 10		May 18	May 30, Mon.-In-Service in schools			1
		May 31		May 31, Tue.-End of School		20	
				May 31, Tue.-Graduation			
				June 1, Wed.-Thru June 3-Vacation			3
	June 8		June15	Professional Growth Program (36 Points)		3	
				200		180	10 10

*Time reports for "Period Ending" are to be submitted by 2nd of the following month

Revised and approved by Board of Education 9/9/76

ACCOUNTABILITY FOR 200 DAYS
AND
PLAN FOR IN-SERVICE TRAINING
(Public Acts of 1967, Chapter 321, Section 3 (1) (b))

GRUNDY COUNTY SCHOOLS

1976-77

		Days Taught	In-Service Training	Vacation Holidays
Aug. 9	In-Service Training		1	
Aug. 10	In-Service Training		1	
Aug. 11	In-Service Training		1	
Aug. 12	In-Service Training		1	
Aug. 13	In-Service Training		1	
Aug. 23	First Day of School			
Sep. 6	Labor Day			1
Sep. 17	Constitution Adopted 1787			
Sep. 20	End of First Month	20		
Oct. 18	End of Second Month	20		
Oct. 18	G.C.E.A. at G.C.E.A.		$\frac{1}{2}$	
Oct. 19	John Adams Birthday			
Nov. 5	Frances E. Willard Day			
Nov. 11	Veterans Day-Bicentennial Prog. for Public		1	
Nov. 15	End of Third Month	20		
Nov. 21	Swine Flu Clinic		1	
Nov. 25	Thanksgiving			
" 26				2
Dec. 15	End of Fourth Month	20		
Dec. 16	Boston Tea Party			
Dec. 20	Begin Christmas Vac.-Teach Thro Dec. 17			*9
Jan. 3	Return to School			
Jan. 19	Robert E. Lee Day			
Jan. 26	End of Fifth Month	20		
	TENN. & AMERICAN HISTORY MONTH			
FEB.	Special program in observation thereof		1	
Feb. 12	Abraham Lincoln Day			
Feb. 22	George Washington Day			
Feb. 23	End of Sixth Month	20		
Mar. 4	Bird, Flower, And Arbor Day			
Mar. 15	Andrew Jackson Day			
Mar. 23	End of Seventh Month	20		
Apr. 7				
" 11	Spring Vacation			3
Apr. 13	Thomas Jefferson Day (1743)			
Apr. 13	G.C.E.A. at G.C.E.A. 7 p.m.		$\frac{1}{2}$	
Apr. 25	End of Eighth Month	20		
Apr. 28	James Monroe Day (1858)			
May 16	In-Service Training		1	
May 17	End of Ninth Month	15		15
		175	10	15

(*One day with no pay)

HICKMAN COUNTY

1976-77 SCHEDULE

MONTH	TOTAL DAYS TAUGHT	IN-SERVICE VACATION		OTHER DAYS ASSIGNED BY BOARD	TOTAL DAYS	PAYROLL DATE
		TRAINING	PAY			
		Aug. 25-27				
1	14	3 days	1		18	Sept. 17
		Oct. 14				
2	20	1 day	1		22	Oct. 15
				Oct. 22		
3	19		1	MTEA-1 day	21	Nov. 12
				Nov. 25-26		
4	18		1	2 days	21	Dec. 10
				Jan. 1		
5	18		1	1 day	20	Jan. 14
		Feb. 10				
6	20	1 day	1		22	Feb. 11
7	20		1		21	Mar. 11
		Mar. 25		March 18		
8	13	Apr. 2 days	1	1 day	17	Apr. 8
9	20		1		21	May 6
		May 25-27				
		3 days				
10	13	Rept. Cards	1		17	May 30
						Eleventh check
TOTAL	175	10	10	5	200	June 17-Teachers

- | | | |
|--------------------------------|--------------------------------------|--------------------------------|
| 1. Aug. 25 | -High School (new) | 12. March 31-School Dismissed |
| 2. Aug. 26-27 | -Respective School | 1:00-Parent-Teacher Conf. |
| 3. Aug. 27 | -Registration-K'garten & First Grade | 2:00-8:00 |
| 4. Aug. 30 | -First Day of School | 13. April 2-Teachers Meeting |
| 5. Sept. 6 | -Labor Day (No School) | New High School |
| 6. Oct. 14 | -School Dismissed 1:00 | 14. March 18-TEA-Nashville |
| 2:00-8:00 Parent-Teacher Conf. | | (No School) |
| 7. Oct. 22 | -MTEA Meeting-Nashville | 15. Easter- April 10 |
| (No School) | | 16. NOTE: No School-April |
| 8. Nov. 25-26 | -Thanksgiving (No School) | 1,4,5,6,7,8,-If no days |
| 9. Dec. 22 | -Last Day School | are missed |
| Before Christmas | | 17. May 24-Last Day of Classes |
| 10. Jan. 3 | -First Day School | 18. NOTE: First Month Report |
| After Christmas | | 15 Days ALL Other-20 Days |
| 11. Feb. 10 | -School Dismissed 1:00 | |
| 2:00-8:00 Parent-Teacher Conf. | | |

REVISÉD CALENDAR 1976-77

LINCOLN COUNTY SCHOOLS

August 23, Monday . . . . .	.City-County Inservice
August 24, Tuesday. . . . .	.Individual Schools
August 25, Wednesday. . . . .	.Business-Industry Education Day
August 26, Thursday . . . . .	.Individual Schools
August 27, Friday . . . . .	.M. T. S. U. Conference Murfreesboro)
August 30, Monday . . . . .	.Schools begins ($\frac{1}{2}$ Day, No Lunch)
September 6, Monday . . . . .	.Labor Day
September 17, Friday. . . . .	.Student Discount Day at Fair ($\frac{1}{2}$ Day)
October 14, Thursday. . . . .	.Parent-Teacher Conferences ($\frac{1}{2}$ Day)
October 22, Friday. . . . .	.M.T.E.A. (Nashville)
November 25-26. . . . .	.Thanksgiving Holidays
December 17, Friday . . . . .	.Christmas Holidays Begin
January 3, Monday . . . . .	.Schools Begin After Holidays
March 10, Thursday. . . . .	.Parent-Teacher Conference ($\frac{1}{2}$ Day)
March 18, Friday. . . . .	.T.E.A. (Nashville)
March 21-25 . . . . .	.Spring Holidays
(No Snow Make-Up During Spring Holidays)	
April 8, Friday . . . . .	.Good Friday
May 30, Monday. . . . .	.Last Day of School
May 31, Tuesday . . . . .	.Post School
June 1, Wednesday . . . . .	.Post School

First Month Ends.	. . . . .	.September 20 (15 Days)
Second Month Ends	. . . . .	.October 19 (20 Days)
Third Month Ends.	. . . . .	.November 16 (20 Days)
Fourth Month Ends	. . . . .	.December 16 (20 Days)
Fifth Month Ends.	. . . . .	.January 27 (20 Days)
Sixth Month Ends.	. . . . .	.February 24 (20 Days)
Seventh Month Ends.	. . . . .	.April 1 (20 Days)
Eighth Month Ends	. . . . .	.May 2 (20 Days)
Ninth Month Ends.	. . . . .	.May 30 (20 Days)

SCHOOL CALENDAR 1976-77

ACTIVITIES	DAYS IN SCHOOL	IN-SERVICE	PROFESSIONAL GROWTH	OTHER VACATION 5 DAYS
August 19, Tech Upper Cumberland In-Service		1	1	
August 20, Tech Upper Cumberland In-Service		1	1	
August 25, Pre-School Conference, Livingston		1	1	
August 26, Individual School In-Service		1	1	
August 27, Students register	1			
August 30, Individual School In-Service		1	1	
August 31, 1/2 Day school for students	1			
September 1, First day of School	1			
September 6, Labor Day-No School				1
September 27, First month ends <u>20 day month</u>				
September 28, Second month begins				
October 2, MTEA Meeting				
October 26, Second month ends <u>20 day month</u>			1	
October 27, Third month begins				
November 23, Third month ends <u>20 day month</u>				
November 24, Fourth month begins				
November 25-26, Thanksgiving No School				2
December 20-21-22-23-24-27-28- 29-30-31, Christmas Holidays				10
January 3, Fourth month ends <u>17 Day month</u>				
January 4, Fifth month begins				
January 31, Fifth month ends <u>20 day month</u>				
February 1, Sixth month begins				
February 28, Sixth month ends <u>20 day month</u>				
March 1, Seventh month begins				
March 18, TEA Meeting, No school			1	
March 29, Seventh month ends <u>20 day month</u>				
March 30, Eighth month begins				
April 7-8, Easter Vacation, No school				2
April 28, Eighth month ends <u>20 day month</u>				
April 29, Ninth month begins				
May 24, Teacher In- Service		1	1	
May 25, Ninth month ends <u>18 day month</u>				

APPENDIX K

SOME SELECTED 1977-78 SCHOOL CALENDARS

BEDFORD COUNTY SCHOOLS
CALENDAR FOR 1977-1978

						End of 6th Week	Rept. Cards Go Out	Total Days In Week	Teach- ing Days	Plan- ned In-Sr. and Other	Vacation
1977	M	T	W	T	F						
Aug.	15	16	17	18	19			5	3	2	
	22	23	24	25	26	Educational Conf.		4	4		
	29	30	31								
Sep.				1	2	Horse Show Week					
	5	6	7	8	9	Labor Day		4	4		
	12	13	14	15	16			5	5		
	19	20	21	22	23			5	5		
	26	27	28	29	30			5	5		
Oct.	3	4	5	6	7		7	5	5		
	10	11	12	13	14	NTEA-Parent-Teach. Conf.	12	4	5	1	
	17	18	19	20	21			5	3		
	24	25	26	27	28			5	5		
	31								5		
Nov.		1	2	3	4			5			
	7	8	9	10	11			5	5		
	14	15	16	17	18		18	28	5	5	
	21	22	23	24	25	Thanksgiving		3	5		
	28	29	30						3		
Dec.				1	2			5			
	5	6	7	8	9			5	5		
	12	13	14	15	16			5	5		
	19	20	21	22	23	Christmas		5	5		
	26	27	28	29	30	Holidays		5			5
Jan.	2	3	4	5	6			5			5
	9	10	11	12	13			5	5		
	16	17	18	19	20	Mid-Terms	20	5	5		
	23	24	25	26	27	Workday-Parent	27		5	2	
	30	31				Teacher Conf.		5	3		
Feb.			1	2	3			5			
	6	7	8	9	10			5	5		
	13	14	15	16	17			5	5		
	20	21	22	23	24				5		
	27	28						5	5		
Mar.			1	2	3		3	5			
	6	7	8	9	10			8	4	5	
	13	14	15	16	17	TEA			5		
	20	21	22	23	24	Spring Break			4		
	27	28	29	30	31			5			
Apr.	3	4	5	6	7			5	5		
	10	11	12	13	14			5	5		
	17	18	19	20	21		21	5	5		
	24	25	26	27	28			26	5	5	

70

TOTAL	200	178	12	10
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CANNON COUNTY SCHOOLS
1977-78 School Calendar

71

DAYS

5	August 8, 9, 10, 11, and 12 - In-Service (Mon., Tues., Wed., Thurs., and Fri.,)
2	August 15, 16 - Upper Cumberland In-Service Tennessee Tech (Mon., and Tues.,)
	August 17 - School Begins ($\frac{1}{2}$ day in session - Wed.)
	September 5 Labor Day (Vacation) (Mon.) Unpaid
20	September 14 (End of 2nd month - 20 days) (Wed.)
20	October 12 (End of 2nd month - 20 days) (Wed.)
1	October 21 M. T. E. A. Conference (Fri.) In-Service
20	November 10 (End of 3rd month - 20 days) (Thurs.,)
2	November 24 and 25 (Thanksgiving Holidays) (Thurs. & Fri.)
20	December 12 (End of 4th month - 20 days) (Mon.)
8	December 21 - January 1 (Christmas Holidays)
	January 2 Resume School (Mon.)
20	January 19 (End of 5th month - 20 days) (Thurs.)
20	February 16 - (End of 6th month - 20 days) (Thurs.)
20	March 16 (End of 7th month - 20 days) (Thurs.)
1	March 17 (T. E. A.) In-Service (Fri.)
5	March 20-24 Spring Break and/or snow days (24th-Good Fri.)
20	April 21 (End of 8th month - 20 days) (Fri.)
15	May 12 (End of 9th month - 15 days) (Fri.)
1	May 15 In-Service (Mon.)

tal 200

175 School Days
10 Scheduled inservice days
5 Days assigned for Spring Break and/or snow days
10 Days paid vacation

Approved by the Cannon County Board of Education Thursday, April 14, 1977

APPROVED BY BOARD OF EDUCATION APRIL 14, 1977

<u>MONTH</u>	<u>NUMBER DAYS</u>	<u>MONTH ENDS</u>
1st	20	Sept. 16
2nd	15	Oct. 10
3rd	20	Nov. 8
4th	20	Dec. 9
5th	20	Jan. 18
6th	20	Feb. 15
7th	20	March 17
8th	20	April 24
9th	23	May 26
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TOTAL	178 Days	

SPECIAL DATES

Aug. 15-18	-In-Service at individual schools
Aug. 17	-Student registration - all schools, buses will operate (Start home at 10 AM)
Aug. 19	-In-Service - Systemwide - MCEA in PM
Aug. 22	-School opens
Sep. 5	-Labor Day (No school)
Oct. 7	-In-Service at individual schools (no school for students)
Oct. 21	-MTEA (No school)
Nov. 24-25	-Thanksgiving (No school)
Dec. 2	-In-Service at individual schools (No school for students)
Dec. 21	-Last day of school before Christmas Holidays (End of 1st semester-Gr. 7-12) (Student dismissal at noon)
Dec. 22-	
Jan. 2	-Christmas Holidays
Jan. 3	-School resumes after holidays (Begin 2nd semester-Gr. 7-12)
Feb. 17	-In-Service at individuals schools (No school for students)
Mar. 10	-TEA (No School)
Mar. 20-24	-Spring Vacation
Apr. 21	-In-Service at individuals schools (No school for students)
May 25&29	-In-Service at individuals schools (No school for Students)
May 26	-Schools Close

NOTE: The above calendar provides 83 days in the classroom before Christmas and 95 classroom days for reminder of the school year and allows 3 snow days.

ROBERTSON COUNTY

SCHOOL CALENDAR 1977-78

Aug. 18	Principal's In-Service	August	5
Aug. 19	New Teacher Orientation	September	21
Aug. 22	County-Wide In-Service	October	20
Aug. 23	In-School In-Service	November	20
Aug. 24	Pupil Registration - 11:15 Day	December	14
Aug. 26	Pupil Day 11:15 Day	January	21
		March	17
Sept. 5	Labor Day Holiday	April	20
Sept. 13	Fair--11:15 Day	May	<u>21</u>
Oct. 21	MTEA - Pupil Holiday	Total	179
Nov. 24-25	Thanksgiving Holidays		
Dec. 15-20	Pre-Holiday Exams	In-Service	
Dec. 20	Pupils Christmas Holidays Begin 11:15 Day		
Dec. 21	Teacher In-Service	August 22, 23, 25	3
Jan. 2	New Year's Holiday	Oct. 21, or Mar. 10	1
		Parent Conf.	1
Mar. 10	TEA - Pupil Holiday	December 21	1
Mar. 20-24	Possible Spring Vacation	May 29	1
Mar. 24	Good Friday	Individual	<u>3</u>
May 29	Teacher In-Service	Total	10
May 30	End of School		
	First Semester Ends	January 6 . . .	84 Days
	Second Semester Ends	May 30	91 Days