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AUTHOR Rubinstein, Martin  
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## ABSTRACT

Two plant utilization strategies have been implemented by the Dade County Public Schools: the extended school day and the extended school year. The 10-hour extended day plan increases the capacity of a school facility by approximately 75 percent by dividing the school enrollment into two equal groups and dividing the day into two equal sessions. Each student is assigned five subjects, but could elect to take an additional subject and extend his school day. The quinmester extended school year designed has been developed around a calendar that divides the school year into five 45-day sessions and which provides maximum flexibility in educational programming to the school and the student. A student in a school operating under the quinmester organization must attend any four quinesters in the five quinmester school year, and has the option of attending all five quinesters to accelerate his graduation or to do remedial work. The strategy of the quinmester program provides significant implications for curriculum improvement and a program of 9-week, nongraded, nonsequential courses of instruction for each subject area of the curriculum. The quinmester program is voluntary and, since it does not result in an increase in student capacity anywhere approaching that of the extended school day plan, schools suffering from overcapacity could operate both plans simultaneously. A school calendar and other program development materials are included in the appendixes. (Author/DN)

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THE DEVELOPMENT-STATUS OF THE DADE COUNTY QUINMESTER PROGRAM

A SIMULATION NOTEBOOK

PRESENTED AT THE

6TH NATIONAL SEMINAR ON YEAR-ROUND EDUCATION

APRIL 30 - MAY 3, 1974

CHICAGO, ILLINOIS

by

MARTIN RUBINSTEIN

PROJECT MANAGER

DADE COUNTY PUBLIC SCHOOLS  
1410 N. E. Second Avenue  
Miami, Florida

EA 006 091

## THE DADE COUNTY QUINMESTER PROGRAM

On August 14, 1969, the Dade County School Board authorized the Division of Instruction to conduct a plant utilization study. The study was to have as its purpose the exploration and recommendation of alternate plant utilization plans for the most efficient use of Dade County school facilities so as to reduce the need for capital expenditure during the next five (5) years. The recommendations which were to evolve from the study were expected to maintain the present level of instruction and where feasible, provide an opportunity for the improvement of the educational program while still effecting plant economies.

Two plant utilization strategies became apparent as the study progressed. They were: (1) the extended school day; (2) the extended school year.

The extension of the school day (Ten Hour Day) has the potential of becoming operational in a short period of time since no major curriculum revision or restructuring is required, and it does not require large increases in the operating costs of schools. The ten hour extended day plan increases the capacity of a school facility by approximately 75% by dividing the schools enrollment into two equal groups and dividing the day into two equal sessions. Each student is assigned five subjects but may elect to extend his regular five-hour day and take an additional subject.

In the 1970-71 school year twenty-three Dade County secondary schools adopted the Ten Hour Day plant utilization plan. The number of schools operating with the Ten Hour Day program increased to thirty during the

1971-72 school year, to thirty-two in the 1972-73 school year and is presently at the same level.

The extension of the school year was considered to be a far more complex strategy to implement and the long-term plant utilization benefits cannot be accurately projected. The plant utilization study reviewed seven extended school year plans, all of which were considered as being impractical for implementation in Dade County. The experience of other school systems would indicate that the following criteria need to be considered prior to the development of an extended school year program for the Dade County schools:

1. The extended school year design that produces the greatest plant utilization benefit requires the greatest adjustment in living patterns and such designs have proved least acceptable to communities at large.
2. Extended school year designs that mandate specific vacation periods to pupils are not as acceptable to communities as are those extended school year programs that are voluntary in nature.
3. Extended school year designs that demand a radical departure from existing school calendars are not accepted by communities as well as those extended school year plans that require only slight calendar changes.
4. The extended school year plan that increases the students' options of course selection, attendance sessions and vacation options are more acceptable to students and patrons than those plans which

maintain present restrictions in the areas of curriculum, attendance and vacation periods.

On the basis of the above criteria, the Quinmester Plan was developed by the Division of Instruction and recommended to the Dade County School Board for piloting in selected secondary schools.

The Quinmester Extended School Year design is developed around a calendar that divides the school year into five 45-day or 9-week sessions. Pupils in schools operating with the Quinmester organization must attend four (4) quinesters in the five (5) quinmester school year. The student has the option of attending all five (5) quinesters and accelerating his graduation from high school or electing a vacation quinmester other than the traditional summer vacation period. Each fifth quinmester attended by the pupil would possibly accelerate his graduation from high school forty-five days, although the fifth quinmester may be used by pupils for enrichment and remedial experiences and not result in an accelerated graduation.

This extended school year organization does not radically affect the present operational calendar of the Dade County Schools, and provides the community with the option of an extended school year program while maintaining the present calendar structure for those people in the community who prefer the traditional 180 day school year. The Quinmester Program is designed to be different from the present summer programming in that the summer quinmester is expected to be an extension of the four other terms of the school year and is not considered to be primarily a vehicle for remediation or enrichment. Although these types of programs will be available in quinmester schools, the Quinmester Extended School Year Plan makes available regular school programming throughout the calendar year. The motivated student could

QUINMESTER VACATION ROTATION

Achieved by the Mandating of Attendance Sessions

	1st Quinmester	2nd Quinmester	3rd Quinmester	4th Quinmester	5th Quinmester
GROUP A	VACATION	School	School	School	School
GROUP B	School	VACATION	School	School	School
GROUP C	School	School	VACATION	School	School
GROUP D	School	School	School	VACATION	School
GROUP E	School	School	School	School	VACATION

QUINMESTER SCHOOL YEAR PLANT CAPACITY BENEFITS  
 ACHIEVED BY THE MANDATING OF ATTENDANCE SESSIONS

Quinmester Extended School Year 225 Days		180 Day School Year													
1st Quinmester, 45 Days	2nd Quinmester, 45 Days	3rd Quinmester, 45 Days	4th Quinmester, 45 Days												
Theoretical Registration--2500	Theoretical Registration--2500	Theoretical Registration--2500	Theoretical Registration--2500												
Student Capacity--2000	Student Capacity--2000	Student Capacity--2000	Student Capacity--2000												
Student Membership-- 2000	Student Membership-- 2000	Student Membership-- 2000	Student Membership-- 2000												
Students Vacationing-- 500	Students Vacationing-- 500	Students Vacationing-- 500	Students Vacationing-- 500												
<table border="1"> <tr> <td colspan="2">Traditional Summer Sch.</td> <td colspan="2">5th Quinmester</td> </tr> <tr> <td>30 Days</td> <td>15 Days</td> <td>Theoretical Registration--2500</td> <td>Student Capacity--2000</td> </tr> <tr> <td colspan="2"></td> <td>Student Membership-- 2000</td> <td>Students Vacationing-- 500</td> </tr> </table>				Traditional Summer Sch.		5th Quinmester		30 Days	15 Days	Theoretical Registration--2500	Student Capacity--2000			Student Membership-- 2000	Students Vacationing-- 500
Traditional Summer Sch.		5th Quinmester													
30 Days	15 Days	Theoretical Registration--2500	Student Capacity--2000												
		Student Membership-- 2000	Students Vacationing-- 500												

Total # of Students Enrolled for 180 Days--2500

Total # of Students in Attendance Each Quinmester--2000

Total # of Students Vacationing Each Quinmester--500

Total # of Days School is in Operation--225

accelerate under this plan while other pupils could more easily repeat grades failed. (Gifted and motivated pupils could complete 6 years of secondary schooling in five years by attending four summer quinesters between grades seven and eleven, while less gifted pupils who did fail grades could get their secondary school education in the present normal six year period.) The voluntary features of this plan permits those who wish to attend a full year to do so, and those who strongly object to being in school for an elongated period attend only the regular 180-day school program.

#### Plant Utilization Implications of the Quinmester Extended School Year Program

The Quinmester Plan, theoretically, has the potential to increase the capacity of school plants by 25 percent. A school having a capacity of 2,000 pupils could conceivably enroll 2,500 and due to the staggered attendance periods, have but 2,000 pupils in attendance during any given quinmester. Increased plant capacity could also be achieved through the acceleration procedures possible with this plan. The fact that the fifth quinmester coincides closely with the Dade County Base Plan for summer school operation is likely to make attendance in summer school for acceleration purposes more appealing. To achieve the maximum benefit from this plan relative to plant utilization, four-fifths of the total secondary school population would need to be in attendance each quinmester.

This maximum benefit indicated above could be achieved only by mandating pupil attendance and vacation periods. The Quinmester Extended School Year design, as presently being implemented in the Dade County schools does not anticipate this mandatory procedure.

The prevailing patterns of family and community living and working, although presently undergoing change, militate against the acceptance of any extended school year design by the community that assigns pupils to specific attendance sessions for plant utilization purposes. It is anticipated that as community mores and habits change, the number of families that elect to vacation in a period other than the summer will increase and more students will attend the quinmester program that affords them the same academic opportunities that are available in the regular school year program.

The present pupil capacity deficit in the Dade County schools makes it unfeasible to consider the Quinmester Extended School Year Program as a replacement for the ten-hour day plant utilization plan. The 75 percent pupil capacity increase available with the ten-hour day plant utilization plan, cannot possibly be matched by the voluntary Quinmester Extended School Year Plan. The operation of the ten-hour day or any extended school day program is, however, compatible with the Quinmester Extended School Year Program and schools can be expected to operate both plans simultaneously.

\* \* \*

A public information campaign was conducted by the Public Information Department with the patrons of the school community and interested civic, social, and religious organizations. The new curriculum, the possibility of mid-year vacation periods and the possible reduction in the school system's capital outlay requirements were the main areas of interest at quinmester informational meetings. Numerous groups within the community and the school system were contacted by the staff of the Division of Instruction relative to the Quinmester Extended School Year. These groups

included school P.T.A., League of Women Voters, university groups, curriculum councils, district principals' groups, professional organizations and individual school faculties.

Twenty-thousand copies of a brochure entitled "Quinmester Program Progress Report" were distributed to all School Board employees as well as interested community groups and educational agencies. A telecast was broadcast over Channel 2 during a teacher work day. The telecast included a panel of teachers assigned to several of the quinmester pilot schools who answered questions concerning the Quinmester Plan that were solicited from the county at large.

Numerous references and informational items concerning the Quinmester Program have been published in Checkpoint and the school newspapers of the pilot schools. Several of the pilot schools developed and distributed brochures to their patrons and pupils.

The Evaluation Department of the Division of Instruction distributed 2,000 questionnaires to the business community in Dade County. Questionnaires were also developed for patrons, pupils, teachers and administrators as well as for every college and university of the state.

The Greater Miami Coalition coordinated a Committee to assist the Dade County schools in the dissemination of information about the Quinmester Program to the community. The committee convened for five meetings to study the Quinmester Program in depth. On April 8, 1971, the committee voted to recommend to the Greater Miami Coalition Board of Directors, that the implementation of the Quinmester Program in the Dade County schools be fully supported by the Coalition and that procedures be established to publicize the Quinmester Program to the community at large.

It was planned to continue the Public Information Program with additional telecasts and progress reports published at regular intervals throughout the school year. The public information and involvement campaign required a continued emphasis since historically, extended school year programs have met with considerable public opposition due to a lack of cooperative planning between school personnel and the general community.

### Curriculum Implications of the Quinmester Extended School Year Program

The strategy of the Quinmester Extended School Year Program provided significant implications for curriculum improvement. The revisions necessary to implement this program of instruction enhanced the opportunities for the Dade County Public Schools to further stimulate each student attending school through a study plan unique to his level of interests, capabilities and needs.

A program of nine-week, non-graded, non-sequential courses of instruction was developed in each subject area of the curriculum. There is a broad range of courses, from the remedial to the highly sophisticated, making possible the development of a pupil program unique to each individual student. This type of curriculum structure provides each student with the opportunity to individualize his program by selecting from a large number of quinmester courses the learning experiences which will be of greatest interest and meaning to him while complying with the standards established by the state accreditation program and the Dade County School Board.

The Division of Instruction provided leadership and support to approximately 1,100 Dade County educators representing all work levels who developed the quinmester curriculum structure. Subject area advisory committees were

established to develop course titles and descriptions of each course of instruction to be developed within the discipline and to recommend guidelines for the implementation of the proposed curriculum structure to the staff of the Division of Instruction. Subject area consultants and teachers on special assignment conferred on the interdisciplinary aspect of many of the courses to make it possible for a student taking a course in one subject area to be granted credit in another subject area when there was an inter-relationship of concepts.

The titles and descriptions of 1,300 quinmester course offerings were comprehensively reviewed by the Division of Instruction staff and, following approval by the Administrative Cabinet and the Dade County School Board, represented the authorized courses of study for the Dade County Public Schools.

Each school participating in the pilot Quinmester Program was asked to identify the courses of instruction which were appropriate for the pupil population served by the school. It is intended that as the program is further implemented, each school will select those courses from the master catalog of authorized courses which best suit its student needs, therefore, offering a catalog of courses unique to its own school population. It was not expected that every school offer every course. This type of structure provides for the great variety of school populations as well as the great variety that exists within each school population.

At this phase of quinmester curriculum development, it is anticipated that approximately 1,100 courses of study will be available to the quinmester school at the start of the 1974-75 school year. Individual teachers and teams of teachers are preparing the courses in each subject area according to priorities established by the schools. It is projected that

by the summer of 1974 all courses listed in the master catalog will be available to any school within the Dade County School system interested in the implementation of the quinmester curriculum.

Since curriculum development is a continuing process, the teachers in the field and the professionals who will be working with the program in their class situation will play a great part in the continuous reviewing, evaluating and rewriting of the courses of instruction. Channels of communication are open between the subject area consultant, the classroom teachers and administrative personnel for the constant revision and updating such a program demands.

Although the experiences of the seven pilot schools which operated during the 1971-72 school year have assisted the new quinmester schools to effect a more efficient transition to the quinmester system, the major area of concern relative to the implementation of the quinmester program continues to be in the area of school management and administration. The identification of administrative problems resulting from the quinmester system, however, are frequently difficult to isolate from the administrative problems generally prevalent in traditionally operated secondary schools. The following areas have been identified by the Secondary Quinmester Advisory Council, which consists of the principals of the nineteen quinmester schools and the area secondary directors, as being the most significant and pressing administrative concerns of the quinmester schools. It should be recognized that the problems discussed in this report exist in varying degrees at each of the quinmester schools since the nineteen schools reflect

considerable diversity in administrative organization and format. The quinmester program is not designed to impose an administrative structure on a school but rather makes possible a variety of operational procedures based on the needs of students and the resources available in individual schools.

The administrative areas which reflect the major concerns of the secondary quinmester schools are discussed in the following section of this report.

### Student Scheduling

The quinmester program, by design, is expected to provide maximum flexibility to the school and student in educational programming. A long-term goal of the program is to make feasible the nine-week rescheduling of each student's program. This procedure has been determined to be impractical at this time since it requires resources at the school, area and county levels that are not yet available. Based on the internal resources available, a variety of scheduling strategies have been implemented. One of the senior high schools rescheduling each nine-week period and though maximum flexibility was achieved, the process was costly in terms of the school's personnel resources and the resources of Central Data Processing. This frequent scheduling required an inordinate amount of time of the office staff and the school counseling staff and therefore, at this time is considered to be an impractical solution to quinmester scheduling for large senior high schools.

Several of the junior high schools, however, do manage to reschedule each nine weeks. Two junior high schools restructured the total master schedule

while the others simply reassigned pupils into new classes each nine-week period and retained the same master schedule for the total year. A system of packaging of quinmester courses of study was designed by one of the new quinmester schools. This scheduling procedure consisted of grouping various courses into packages and assigning students at the beginning of the school year into a package of courses suited to the student's ability and interest. In general, all of the quinmester schools are presently implementing a schedule design that makes maximum use, within the limits of the school's resources, of the curriculum flexibility inherent in the quinmester program.

The Dade County Central Data Processing Department is presently studying an I.B.M. developed computer scheduling system that may make feasible maximum scheduling flexibility with a reduced need for school resources. This computer program entitled, "Epic--Socrates," is expected to be field tested at several school centers during the 1972-73 school year.

### Student Records

The area of student recordkeeping and recording of grades represents an increased problem in quinmester schools. This is largely due to each nine-week course valued at one-quarter of a credit and being a self-contained unit of study. This credit system requires entries in student records of final grades four times during the 180-day program, rather than the one final grade entered in student records in past years. The nongraded characteristic of the quinmester program makes it necessary for schools to audit student records each nine-week period to assure that each student has registered for and is enrolled in the courses required for graduation without repeating a course successfully completed by the student in previous quinesters.

The recording on each student's records of four courses instead of the traditional year-long course makes it necessary to redesign the student record form to accommodate the increased number of courses each student completes during the three-year high school period and the three-year junior high school period.

The Dade County Central Data Processing Department is in the process of developing a program called A.I.D.S. (Academic Information Data System) which is expected to be field tested starting in January, 1973. This computer program generates an automated record system which is expected to provide each school with a cumulative profile of each student including courses completed, teachers' comments, grades earned, graduation requirements that need to be met and student attendance. It is expected that this student recording system will have a positive impact on the clerical problems now present in the quinmester system.

### Curriculum

Each of the quinmester schools made extensive use of the curriculum developed under the supervision of the Division of Instruction for the quinmester program. The material was generally well received by both teachers and students who frequently provided significant feedback to subject area consultants recommending practical revisions. In some cases these recommendations have resulted in the updating of several quinmester courses of study.

Schools frequently include in their curriculum design more courses of study than they could adequately support with school resources. The pilot schools' experience indicated that school-level curriculum design must consider the school's ability to provide the material support essential for the teaching of

quinmester courses. New courses in the curriculum should be offered in limited numbers and available resource material should be inventoried prior to the inclusion of a course into the school's curriculum.

Quinmester schools have indicated that by careful planning supplementary material can be purchased in minimum quantities and its use distributed over five quinesters. This is particularly essential when specific quinmester courses of study are required of all students at a grade level. Schools can be expected to develop internal inventories of quinmester supplementary material as they continue to implement the program. It is expected that the number of quinmester courses that a school can make available to its students will increase with every year of quinmester implementation.

The change in the state statute that permits school districts to designate 25 percent of the state textbook allocation as a discretionary fund to be used for non-state adopted instructional material, has been particularly helpful to quinmester schools by providing fiscal support for the purchase of supplementary quinmester curriculum materials.

#### Personnel

Quinmester schools are allocated no additional instructional personnel above the amount normally allocated Dade County secondary schools. The School Board did, however, provide an additional clerk 7 for each of the secondary schools operating on the quinmester plan. This allocation was authorized for all quinmester schools and an evaluation of the need for this position in light of the data processing support that is presently being developed, needs to be made this year.

The secondary pilot school experience indicated that personnel certification and the limitation of the number of teaching assignments each staff member can adequately cope with are definite constraints on the flexibility of the curriculum and the number of quinmester courses of study each school can make available to the students. A practical formula that each school may adopt to avoid an unmanageable number of teacher preparations and still maintain program alternatives, is to offer one and a half times as many courses as there are teachers in the subject area department, e.g., if there are ten science teachers in a senior high school, it is feasible to expect the school to offer fifteen courses of study in science each quinmester.

Individual staff members have expressed concern relative to students in the quinmester program not remaining with a teacher long enough to permit the teacher to get to know the student sufficiently. Individual student scheduling and various school scheduling systems can be designed to assure students of remaining with an individual teacher for as many quinesters as desired. It should be noted, however, that many staff members have indicated that the varying experiences students are exposed to by being assigned to several teachers in each subject area provide the student with a broadened approach to the subject area that frequently is not possible when the student is with the same teacher for the entire school year.

Teachers in quinmester schools should be encouraged to function as resource personnel to the guidance staff to facilitate the assignment of students into appropriate quinmester courses of study, since it is not practical to expect the guidance staff of a school to be knowledgeable in the objectives and content of the quinmester courses of study presently listed and described in Curriculum Bulletin 10 (Catalog of Quinmester Courses).

Teachers are encouraged to assist in the counseling of students into appropriate courses of study since it is on the basis of their input that courses of study are included in the school's curriculum. The opportunity available to teachers assigned to quinmester schools to design the school's curriculum based on the needs of the students and the skills and interests of the staff, should make this procedure feasible and generally increase the effectiveness of the school's instructional program.

The role of guidance personnel in quinmester schools is an ongoing concern of the Quinmester Advisory Committee and school staffs. A constant review of the tasks assigned to counselors is needed to assure that guidance counselors are not assigned clerical responsibilities to the extent that they are unable to provide the required counseling services to students. It is expected that as the student scheduling procedure becomes more systematized school level clerical assignments assigned to guidance staffs will be reduced.

#### General Administrative Activities

In an effort to facilitate the selection of appropriate courses by students and to assist in the involvement of parents in the course selection process, each quinmester school published curriculum bulletins. These bulletins served as public information and student information documents. The publication of these bulletins was financed by the internal accounts of each individual school.

The publication of a special issue of the school newspaper by one senior high school, which included a comprehensive explanation of the total quinmester program and the curriculum of each quinmester, was determined to be an effective procedure for the dissemination of quinmester information to parents and

students. Junior high schools issued curriculum booklets and supplementary parent and student bulletins to disseminate quinmester information to the students and their families.

The Quinmester Program was initially implemented in five secondary schools during the summer of 1971. During that quinmester session 3,500 students enrolled in the program. In the summer of 1972-73, 13,500 students attended nineteen secondary quinmester centers. During the summer of 1973, twenty-two schools enrolled 23,000 students in a summer quinmester program. The continued growth can be largely attributed to the acceptance and implementation of the program in thirty-two of the sixty secondary schools in Dade County.

Schools having indicated that they have prepared adequately for the implementation of the program may be approved by the Superintendent for the adoption of a quinmester curriculum and organizational format.

Secondary schools planning to adopt the program are required to implement the staff development component (see appendix) which is designed to prepare a school staff for a quinmester operation.

It should be noted that at present schools are encouraged to adopt the quinmester format for a four quinmester period. It is planned each spring to select school centers for a fifth quinmester operation.

This procedure limits operating cost expenditure and provides a school program which is geared to the projected enrollment thereby maximizing the use of school facilities. This procedure also assures that a school will have an enrollment which is large enough to provide a varied curriculum.

Starting with the summer of 1974, seven elementary schools will pilot segments of a new elementary school curriculum developed under the aegis of the Quinmester Project. The curriculum essentially centers around a systematic continuous progress program of instruction in reading and mathematics and interdisciplinary strands cover grades 3-6 in the areas of language development, social studies, science and the fine arts. Administrative procedures are to be reviewed by an ad hoc committee representing the seven elementary quinmester pilot schools.

APPENDIX 1  
STATE DEVELOPMENT COMPONENT

TITLE: ORGANIZING FOR INSTRUCTION IN A QUINMESTER SCHOOL: SECONDARY

BRIEF DESCRIPTION

Staff members in a school work in teams to effect the transition to an effective quinmester organization and quinmester curriculum for their specific situation. Major areas dealt with are reviewing, selecting and preparing the quinmester course offerings; communications with pupils, staff, parents and community; and establishment of needed scheduling and administrative procedures.

GENERAL OBJECTIVES OR GOALS:

To deal with the following areas of concern as related to moving their school into quinmester:

1. Review, selection and adaptation of quinmester courses of study.
2. Orientation of students and articulating with feeder schools.
3. Student-staff-public relations.
4. Organization and scheduling procedures.

SPECIFIC OBJECTIVES: (Measurable)

1. Organize the quinmester curriculum for effective instruction:
  - a. Establish criteria for the selection of quinmester courses to be offered.
  - b. Prepare and utilize student survey instrument as an aid in determining the school's curriculum.
  - c. Review and select quinmester courses to be offered.
  - d. Determine materials/equipment needed for various courses of study.
  - e. Establish priorities and originate purchase orders for necessary materials and equipment.
  - f. Identify teaching strategies and methods appropriate for selected quinmester courses of study.
  - g. Identify audio-visual media and print materials needed for selected courses.
  - h. Prepare bulletin announcing quinmester course offerings.
2. Orient students and staff involved in program planning for quinmester:
  - a. Orient staff to their roles and responsibilities for student advisement under quinmester.

- b. Design and carry out orientation programs in large and small group settings for students within the school.
  - c. Plan and carry out articulation activities with students and staff of feeder schools.
  - d. Carry out program planning and subject selection procedures for students moving into quinmester programs.
3. Develop and carry out structured communications with parent groups, community organizations and general public on quinmester.
- a. Develop slide-tape or other audio visual presentation to use at orientation sessions with parents and outside groups.
  - b. Schedule and carry out formal programs with parents and the public.
  - c. Compose and distribute periodic newsletters to keep parents informed.
  - d. Prepare and distribute news releases for public media.
  - e. Organize sessions and procedures to solicit feedback from students, parents and public involved.
4. Develop and implement administrative procedures for operation of the school under quinmester.
- a. Select means for reporting to parents: e.g., report cards, mid-quin progress reports, etc.
  - b. Develop effective scheduling procedures using guidelines taken from research literature and review of established quinmester programs.
  - c. Develop procedures for assigning teaching staff to scheduled offerings.
  - d. Develop new recordkeeping procedures and documents required by the program.

#### EVALUATION:

A log of activities is kept by participants. Participants submit a report at the end of the program showing individual contributions made to specific areas selected for study and development during the program.

#### ACTIVITIES:

Consultants from the central and area offices will provide initial preparation and support for teams organizing in each of the four areas of concern. Visitations to pilot schools will be arranged. Subject area teachers by department and grade level will review and develop school's quinmester courses of study. Each team will work on its selected area to plan, develop, carry out and evaluate that segment of organization for quinmester.

**TEACHERS' PROFESSIONAL GROWTH**

**PROCEDURES FOR IMPLEMENTING  
STAFF DEVELOPMENT OFFERINGS**

## PROCEDURES FOR IMPLEMENTING STAFF DEVELOPMENT OFFERINGS

### I. The Building Administrator:

- A. Determines with faculty the need for a quinmester course.
- B. Contacts Staff Development office and secures copy of Component 714--Organizing for Instruction in a Quinmester School: Secondary and REQUEST form.
- C. Revises component design to meet specific needs of target group if necessary.
- D. Develops evaluative instrument appropriate for the objectives if none is available.
- E. Completes REQUEST for Authorization to Award Master Plan/PIP Credit. Attaches component design and evaluation instrument.
- F. Forwards REQUEST for Authorization to Award Master Plan/PIP Credit, plus attachments, to Area Superintendent or his designated representative. (At least four (4) weeks prior to proposed starting date.)
- G. Provides ongoing supervision of offering when implemented and notifies Staff Development of any changes in time, place, instructor, etc.

### II. The Area Superintendent or Designate:

- A. Reviews principal's REQUEST to determine:
  1. appropriateness of activity
  2. funding source
  3. need for substitutes
  4. possible additional participation
- B. Signs REQUEST and forwards with attachments to Coordinator of Staff Development, A-1, Room 210, L.H.E.C., at least three weeks prior to proposed starting date of course.

### III. The Coordinator of Staff Development:

- A. Logs request and forwards papers to county Consultant for review and approval.
- B. Works with Consultant on any changes.
- C. Has registration kit (class roster, credit registration forms, etc.) prepared and sent to instructor.

- D. Authorizes Staff Development registration clerk to validate registration forms when instructor returns Staff Development kit at end of course.
- E. Reviews participant reaction forms and or evaluative instruments to determine outcomes.
- F. Forwards validated registration forms to participant and Personnel Department.

IV. The Instructor:

- A. Works with the Principal to determine appropriate activities for implementation of the component.
- B. Follows "How-To" sheet for instructions on completing registration materials.
- C. Has each participant complete registration form and envelope. Checks same.
- D. Maintains and signs class roster as official record of credit.
- E. Returns registration materials within three weeks of last session.

APPENDIX 2

CALENDAR

SCHOOL CALENDAR FOR 1973-74

Dade County Public Schools  
Miami, Florida

August 1973

Mon.	Tue.	Wed.	Thu.	Fri.
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
△	⊙	⊙	⊙	⊙

December 1973

Mon.	Tue.	Wed.	Thu.	Fri.
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
⊗	⊗	⊗	⊗	⊗
⊗				

April 1974

Mon.	Tue.	Wed.	Thu.	Fri.
1	⊠	⊠	⊠	⊠
⊗	⊗	⊗	⊗	⊗
15	16	17	18	19
22	23	24	25	26
29	30			

September 1973

Mon.	Tue.	Wed.	Thu.	Fri.
⊗	⊠	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

January 1974

Mon.	Tue.	Wed.	Thu.	Fri.
	⊗	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	⊠
⊙	⊙	⊙	31	

May 1974

Mon.	Tue.	Wed.	Thu.	Fri.
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
⊗	28	29	30	31

October 1973

Mon.	Tue.	Wed.	Thu.	Fri.
1	2	3	4	5
8	9	10	11	12
15	16	17	18	⊙
22	23	24	25	26
29	30	31		

February 1974

Mon.	Tue.	Wed.	Thu.	Fri.
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

June 1974

Mon.	Tue.	Wed.	Thu.	Fri.
3	4	5	6	7
10	11	12	13	⊠
⊙	⊙	⊙	⊙	21
24	25	26	27	28

November 1973

Mon.	Tue.	Wed.	Thu.	Fri.
		T	1	2
5	⊠	⊙	⊙	⊙
⊗	⊠	14	15	16
19	20	21	⊗	⊗
26	27	28	29	30

March 1974

Mon.	Tue.	Wed.	Thu.	Fri.
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

July 1974

Mon.	Tue.	Wed.	Thu.	Fri.
1	2	3	⊗	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August 1974

Mon.	Tue.	Wed.	Thu.	Fri.
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	⊠	⊙
26	27	28	29	30

- △ = New teachers report
- = Teacher work days (no students)
- ⊗ = Holidays (teachers and students)
- ⊠ = Beginning - Ending Quinesters
- T = Florida State Twelfth Grade Test

Division of Instruction  
August 8, 1973

APPENDIX 3  
COLLEGE SCHEDULE

### CHART III

#### A COMPARISON OF THE STARTING AND ENDING DATES OF DADE COUNTY QUINMESTERS AND THE QUARTERS AND SEMESTERS OF SELECTED INSTITUTIONS OF HIGHER LEARNING

