



# NORTH THURSTON PUBLIC SCHOOLS

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## North Thurston Public Schools Balanced Calendar Review

### Executive Summary

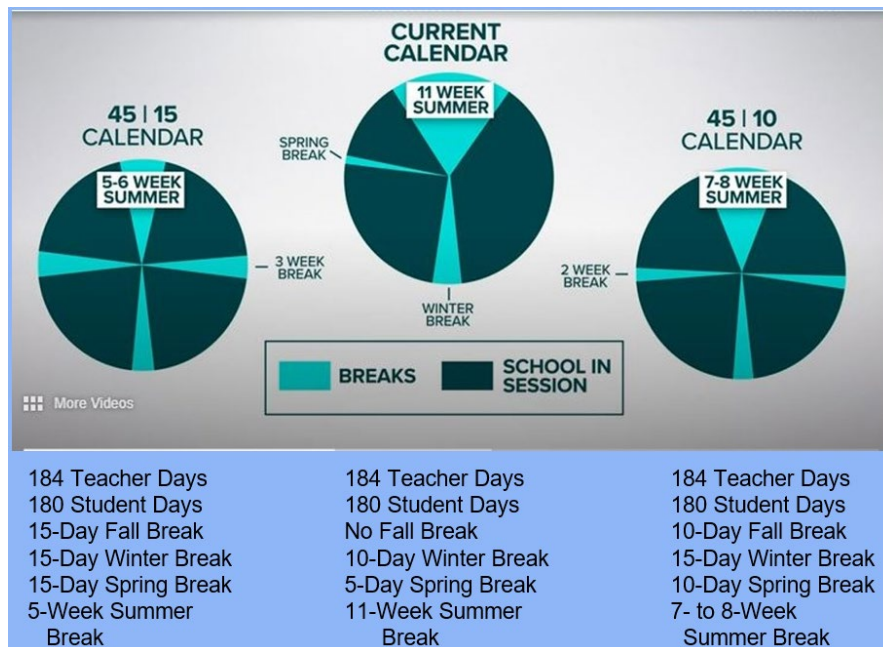
In the spring of 2021, North Thurston Public schools formed a balanced calendar committee to explore the development and implementation of a balanced calendar. The committee met monthly to discuss, collect information, data, benefits, and concerns about implementing a balanced calendar in North Thurston Public Schools. Three community forums were held, and a survey was conducted of staff, families, students, and community members to both educate stakeholders and gather information from them regarding their support or nonsupport of a balanced calendar. After a review of information from the forums and other community responses as well as survey results, the committee is recommending that we remain on the traditional calendar.

While we will remain on a traditional calendar for 2022-23, the committee is open to future consideration of a balanced calendar. The calendars of surrounding districts, and evolving research on the impacts on student achievement, are all factors that could contribute to additional study.

### What is a Balanced Calendar?

A balanced calendar features a shorter summer break but apportions those days throughout the school year. This produces more frequent breaks and limits long periods of in-session days with longer vacation days providing a more balanced frequency of in-session days with days on break. All students attend school at the same time and go on vacation at the same time.

The longer breaks throughout the year allows a student to attend an “intersession” if necessary for remediation or enrichment opportunities during the learning cycle. The following is a comparison of our student school calendar with the two most common versions of a balanced school calendar.



## **Balanced Calendar Committee**

*District Administrators:* Karen Johnson, Brad Hooper, Joyce Mackiewicz, Vicky Lamoreaux, Monty Sabin

*Teachers:* Matthew Monnastes, Wendy Billings, Meghan Ohumikini, Katherine Davis, Rob Denning, Deborah Neuert, Angela Farley, Ciera Henderson, Karly Nelson, Greg Govan; *NTEA Representatives:* Gordon Quinlan and Holly Berchet-Hall, Karly Nelson

*Classified Staff:* Carmen Lopez, Laura Bowman, Linda Chidester, Janice Kennish, Nicole Hanner

*Parents:* Brian Scott, Lindsey Moss, William Artis, Angela White

*Students:* Destinee Robertson, Praxides Wanyoike, Richard Thomas, Angela Villa, Anna Kuhn

*Community Partners:* Kindra Galan- Cielo; Meagan Darrow-Together; Patrick Costelo-YMCA; Sue Falash and Cody Lee-City of Lacey and Chris Woods-Boys and Girls Club

*Operations:* Mike Dahl, Dean Martinolich, Kevin Reimer, Alicia Neal, Deanna Maddux, Teena Barnes, Charlie Burleigh, and Derek Stewart

*School Administrators:* Casey Crawford, Jami Roberts, Jason Greer, David Crane, Mike Miller, Angela Lee-Pope, Mike Suhling, and Brody LaRock

### **Sub-Groups within Committee**

- Human Resource Issues to include Staffing
- Operations to include transportation, buildings and grounds, construction, and technology
- Community Partners to include childcare and community programming for students
- Athletics and Extracurricular Activities
- Intersession Programming

### **Timeline for Committee Work**

May 2021- August 2021	Form Committee and discuss purpose, components, and literature Review. Attend OSPI and ESD sponsored webinars.
September 2021- December 2021	Collect additional information, data, and concerns. Begin developing plans to address concerns. Create sample calendars
January 2022-February 2022	Gather stakeholder feedback from community forums and survey. Analyze.
March 2022- April 2022	Continue to develop plans to address concerns. Formulate recommendation.
May 2022	Recommendation to Board.

## **Benefits**

A balanced calendar may offer significant benefits for our student and teachers. These include:

A balanced calendar can provide additional intervention learning options for students that will help with learning loss and a long summer break. Reducing the amount of time students are out of school for extended periods of time will provide opportunities for students to stay on track and continuity of learning. Summertime can be intellectually detrimental for students without intellectual stimulation, enrichment, or reinforcement during the summer.

Schools can provide remediation and enrichment for students during the breaks so that students have opportunities to relearn material, practice skills, catch up or experience nonacademic enrichment activities continuously throughout the year. Increased opportunities for enrichment or acceleration will be available that may not be an option during the regular school session. A balanced calendar may be particularly beneficial for students from low- income families as higher achievement is associated with higher achievement for poor students.

Some research studies indicate that student who attend school on a balanced calendar demonstrate improvement in school attendance, behavior, and achievement.

A balanced calendar offers longer breaks throughout the year that prevents burnout of both teaches and students. The breaks allow for great opportunities for family travel throughout the year instead of relying on holiday, spring, and summer breaks. Staff that live in different districts reported a greater opportunity to be involved in their child's school during the intercession breaks.

## **Challenges**

Parents will want to know that childcare will be available during the fall, winter, spring, and summer breaks. We will be working with partnership agencies as well as childcare providers as we plan.

The window of time for summer vacation will be reduced. This may impact employment, camps, and facility maintenance and construction projects.

School sports and other activities would likely continue during the fall and spring breaks. This could create conflict for some families.

Employees who live outside our boundaries may be concerned if their work and vacation calendar does not match the school calendar that their own children must follow.

The first day of school could start several weeks earlier than is typical with a traditional calendar. Some students could miss a significant amount of course content and find it difficult to catch-up with their classmates.

## Summary from Community Forums

Hopes and expectations for the Balanced Calendar	Worries, Wonderings, or Questions	Next Steps for North Thurston Public Schools
<ul style="list-style-type: none"> <li>• We will set the table broadly enough and won't close off options before we start.               <ul style="list-style-type: none"> <li>-Calendar development will consider all community needs (childcare, sports, military schedules, and religious holidays).</li> </ul> </li> <li>• We will be open-minded and seek to discover.               <ul style="list-style-type: none"> <li>-If the plan could be regional</li> <li>-If the Balanced Calendar reduces staff and student burnout</li> <li>-If well-developed Intersessions support all learners</li> </ul> </li> <li>• We will be transparent.               <ul style="list-style-type: none"> <li>-Educational Association and Facilities Unions support</li> <li>-Needed facility Upgrades</li> </ul> </li> <li>• We will end not only with a new school year calendar, but a roadmap with clear measurables; we will know what accountability and success looks like.</li> </ul> <p>We will communicate and engage with staff, board, and families during the first Balanced Calendar implementation year. (If recommendation were to be in favor of adoption.)</p> <ul style="list-style-type: none"> <li>• We will center our work as a district and community to ensure all students are actively engaged during the Balanced Calendar school year.               <ul style="list-style-type: none"> <li>-Intersessions are meaningful and meet all students needs</li> <li>-In school sessions are high quality and include scheduled, progress monitoring points throughout the year</li> </ul> </li> </ul>	<p><b>Process-oriented:</b></p> <ul style="list-style-type: none"> <li>• How will we make sure we are inclusive of all families, students, and staff not in attendance?</li> <li>• How will we navigate the needs of our community partners?</li> <li>• How will we make sure all voices believe they were heard, and not marching to predetermined outcome?</li> </ul> <p><b>Substance-oriented:</b></p> <ul style="list-style-type: none"> <li>• Will the Balanced Calendar provide a big enough impact for students and families to offset the change in the traditional calendar?</li> <li>• Will childcare and community partners providing enrichment be a part of the planning process?</li> <li>• Will we be able to provide an inclusive and high- quality educational experience for all learners?</li> <li>• Will our buildings' systems and staff be ready by the Balanced Calendar implementation date?</li> <li>• How do we ensure the Balanced Calendar has longevity?</li> <li>• What are the fundamentals of Intersessions?</li> <li>• What are the accountability benchmarks?</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly and consistently communicate the benefits and risks of moving to a Balanced Calendar.</li> <li>• Continue to engage families and community partners as collaborators in development of the Balanced calendar.</li> <li>• Be authentic and mission driven when sharing outcome data and costs.</li> <li>• Maintain a strong focus on the students of all backgrounds and needs – educating for their future.</li> </ul>

### Notable Comments:

“A balanced Calendar puts students’ needs first”

“Spreading vacation time throughout the year could provide families more flexibility when planning for time away.”

“Year-long learning makes sense.”

“Engaging providers of childcare, out of district sports activities and community partners is essential to the success of a balanced calendar.”

“How do we work together to ensure the intersessions are high quality with high quality instructors?”

### Summary Results from Survey

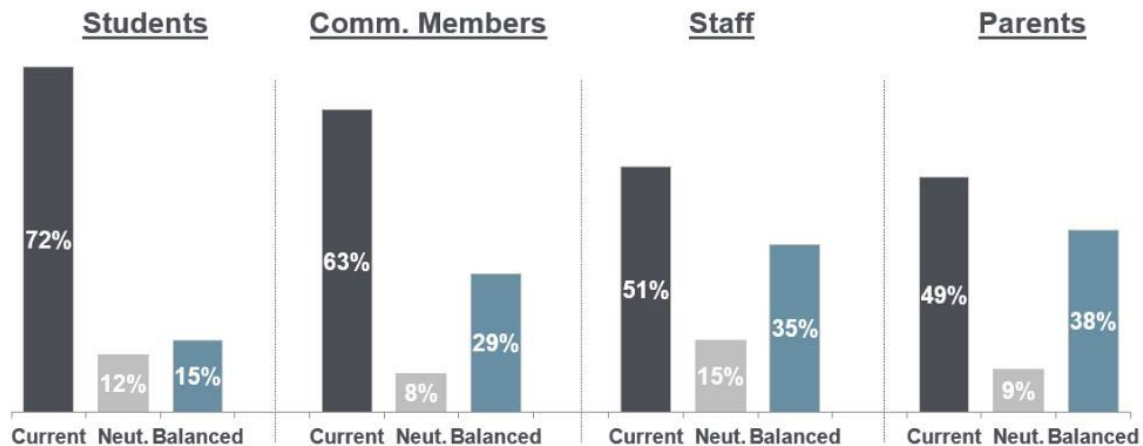
A recent non-representative community survey finds that members of the North Thurston Public Schools community prefer to keep the current academic calendar rather than transition to a balanced calendar. The survey represents the opinions of over 5,000 residents who participated in the survey – most of whom are students, parents, and teachers – and does not necessarily reflect the views of all residents across the district. Still, a transition to a balanced calendar would go against the preferences of most of these respondents.

### Key Findings

**Profile of survey respondents.** This survey consists of 5,274 online interviews, with most respondents identifying as parents or guardians (61%), teachers or staff (21%), students (23%), and/or other members of the community (11%). Respondents come from a mix of schools, including those at (or parents of students at) elementary (51%), middle (28%), and high schools (42%).

**Most respondents prefer the current calendar to a balanced calendar.** After hearing several paragraphs of context outlining what a balanced calendar would entail, a 55% majority of respondents indicate that they prefer the current calendar while 32% are open to the balanced calendar. The intensity of responses also supports the current setup: 44% of respondents *strongly* prefer the current calendar to just 18% who *strongly* prefer the balanced calendar.

**Parents are more open to a balanced calendar than students.** Parents and guardians are somewhat more open to implementing a balanced calendar (38% prefer balanced, 49% prefer the current calendar). District teachers and staff are also mixed (35% balanced, 51% current). Students are far and away the most opposed to changing the calendar, with over 70% supporting the existing calendar compared to 15% for a balanced calendar.



**Among those who are open to a balanced calendar, lessening stress and boosting support for students and staff are compelling points.** Among a list of reasons to support a balanced calendar, the largest proportion of survey respondents emphasize giving students more time to relax throughout the year (selected as a top benefit by 32%), allowing students to access support at more times throughout the year (30%), and giving staff time to refresh throughout the year (27%). District teachers and staff are particularly drawn to that last point, with 55% of them citing it as a top benefit of a balanced calendar.

Top Five Benefits of a Balanced Calendar	Total	Parents	Staff	Students
Students can have more time to relax throughout the year	<b>32%</b>	33%	30%	36%
Students can access support at more times throughout the year	<b>30%</b>	31%	39%	21%
Staff can have more time to refresh throughout the year	<b>27%</b>	26%	55%	12%
Students can participate in enrichment activities during the year	<b>22%</b>	25%	19%	18%
Families would need less summer childcare	<b>18%</b>	21%	13%	14%

**Concerns about the balanced calendar are primarily about logistics.** The community’s greatest concerns about a balanced calendar are managing work, childcare, and household logistics (56%), that the balanced calendar wouldn’t align with other school district schedules (45%), and that too much change has already taken place in schooling (35%). Staff are particularly worried about the lack of alignment with other districts, while this is less of a concern for parents. More than 40% of students also note the impact on employment options during the shorter summer as a concern.

Top Five Concerns about a Balanced Calendar	Total	Parents	Staff	Students
Work schedules, childcare, and other household logistics	<b>56%</b>	55%	57%	56%
Not being aligned to other school district schedules	<b>45%</b>	41%	60%	44%
There is already too much change in schooling	<b>35%</b>	29%	34%	54%
No additional funding for a balanced calendar	<b>29%</b>	29%	39%	21%
Student or staff employment options during a shorter summer	<b>29%</b>	23%	32%	41%

**Recommendation:**

The committee recommends that North Thurston Public Schools remain on the traditional calendar.

Extensive research and engagement informed this recommendation. We are proud of our 2021-22 balanced calendar exploratory work. It is representative of a district committed to ongoing improvement, thoughtful and comprehensive project planning, collaboration, and transparency. As one of the first districts in the state to champion this effort, our insights are helping OSPI, and our partner districts explore the possible implications of a balanced calendar for students across the state.

While we will remain on a traditional calendar for 2022-23, the committee is open to future consideration of a balanced calendar. The calendars of surrounding districts, and evolving research on the impacts on student achievement, are all factors that could contribute to additional study.

## Literature Review

Study	Parameters	Findings
Alexander, Entwisle, Olsen (2007)	<p>Study tracing achievement scores at the start of high school to their developmental precursors beginning in 1<sup>st</sup> grade using data from the Baltimore Beginning School study youth panel.</p> <p><i>Lasting Consequences of the Summer Learning Gap, American Sociological Review, 72(2), 167-180</i></p>	<ul style="list-style-type: none"> <li>• Approximately 2/3 of the total achievement gap between students from high and low socioeconomic backgrounds can be traced to differences in summer learning opportunities during the elementary school.</li> <li>• Early summer learning losses have later life consequences, including high school curriculum placement, whether students drop out of high school and whether they attend college.</li> </ul>
Cooper, Nye, Charlton, Lindsay, Greathouse (1996)	<p>Review of 13 studies of evaluating the impact of summer learning loss on student achievement using meta-analytical methods.</p> <p><i>The Effects of Summer Vacation of Achievement Test Scores; Review of Educational Research 66:227-68</i></p>	<ul style="list-style-type: none"> <li>• Students can lose one to three months of learning over the summer.</li> <li>• Middle class students gained on grade-level equivalent reading tests over the summer while lower-income students performed worse.</li> </ul>
Cooper, Harris, Barbar, Charlton, Lindsay (1996)	<p>400 studies about year-round education, focusing on 39 schools</p> <p>Review of Educational Research 73:1-52</p>	<ul style="list-style-type: none"> <li>• Effect size was positive for schools with a modified calendar.</li> <li>• Parents and staff who participated were positive about their experiences.</li> <li>• All opposition to a modification of a school calendar comes from those who have not experienced the calendar firsthand.</li> </ul>
Cooper, Harris, Valentine, Meson (2003)	<p>Meta-analytic Synthesis</p> <p><i>The Effects of Modified School Calendars on Student Achievement and on School Community Affairs; Review of Educational Research 73:1-52</i></p>	<ul style="list-style-type: none"> <li>• Early interventions to keep the achievement gap from opening wide in the first place should be a high priority, and the earlier the better.</li> <li>• Once in school, disadvantaged children need year-round, supplemental programming to counter the continuing press of family and community conditions that hold them back. Seasonal studies of learning suggest that schooling compensates, to some degree for a lack of educationally enriching experiences.</li> </ul>

		<ul style="list-style-type: none"> <li>• Summer and after-school programs are the most obvious approaches, but what counts is how extra learning time is used.</li> </ul>
Cooper, Harris, et al (2003)	<p><i>Summer Learning Loss: The Problem and Some Solutions:</i> Educational Resources Information Center Digest, May 2003</p>	<ul style="list-style-type: none"> <li>• A significant difference favoring districts that offered intersessions-effect on achievement is cumulative.</li> <li>• Noticeably improves achievement with poor - achieving students outperforming traditional calendar counterparts by .20 SD.</li> <li>• Suburban and rural modified calendar programs revealed greater effects than urban programs.</li> <li>• Students, parents, and staff are overwhelmingly positive.</li> <li>• There are specific actions policy makers can take- such as involving the community planning a program and providing quality intersession activities-that can improve community acceptance.</li> </ul>
Lytle (2011)	<p>Review of literature for the practicality and cost effectiveness of traditional vs balanced calendar.</p> <p><a href="https://files.eric.ed.gov/fulltext/ED516966.pdf">https://files.eric.ed.gov/fulltext/ED516966.pdf</a></p>	<p>Benefits outweigh those of traditional calendar- students scored higher on yearly state exams; teacher motivation and satisfaction were higher; teacher turnover rates are much lower</p>
W and Stone (2010)	<p>Study used data from 4500+ schools over six years.</p> <p>Wu, A.D., &amp; Stone, J.E. (2010). <i>Does year-round schooling affect the outcome and growth of California's API scores.</i> Journal of Educational Research &amp; Policy Studies, 10(1), 79-97. As retrieved on February 27, 2015, from</p> <p><a href="http://files.eric.ed.gov/fulltext/EJ930166.pdf">http://files.eric.ed.gov/fulltext/EJ930166.pdf</a></p>	<ul style="list-style-type: none"> <li>• API performance of Balanced calendar school was not much different from non-balanced calendar schools.</li> <li>• Authors state the findings cannot be construed as a general conclusion because API is not the only measure and does not consider other educational goals such as well-being of students and teachers, learning, development of social emotional development.</li> </ul>
Winter (2005)	<p>Report from Georgia Southern University</p> <p><a href="https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1301&amp;context=etd">https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1301&amp;context=etd</a></p>	<ul style="list-style-type: none"> <li>• Literature identifies the benefits of a balanced calendar.</li> <li>• No empirical evidence provided to determine academic benefits for students.</li> </ul>



Gismondi Haser and Nasser (2003)	<p>Article examines the impact on teacher satisfaction in one Virginia elementary school.</p> <p><a href="https://eric.ed.gov/?id=EJ666120">https://eric.ed.gov/?id=EJ666120</a></p>	<p>Provided teachers with:</p> <ul style="list-style-type: none"> <li>• Additional employment opportunities</li> <li>• Systematic breaks that reduce burnout</li> <li>• Time for professional reflection</li> </ul>
Dessoiff (2011)	<p>Review of “year-round” schooling- explanation of why districts adopt and overview of results</p> <p><a href="https://eric.ed.gov/?id=EJ940542">https://eric.ed.gov/?id=EJ940542</a></p>	<ul style="list-style-type: none"> <li>• Districts adopt this model to stem “summer slide” (summer learning loss) and</li> <li>• Address overcrowding</li> <li>• Most students lose 2 months of math achievement in the summer</li> <li>• Low SES students lose more than 2 months of reading achievement</li> <li>• Middle class students make slight gains in reading achievement</li> <li>• Increase in childhood obesity during the summer due to consumption of “junk-food”</li> <li>• No data to show improvements in academic achievement</li> <li>• Positive trends in grades, attendance, and discipline referrals</li> </ul>
Varner (2003)	<p>Examine the progress of nine third grade teachers in one traditional school and one year-round school through their reading and math texts.</p> <p><a href="https://www.semanticscholar.org/paper/Instructional-Review-Time-in-Year-Round-and-Varner/087fc0fede9ee4d86456ee4d1825c8ec5f18c6b3">https://www.semanticscholar.org/paper/Instructional-Review-Time-in-Year-Round-and-Varner/087fc0fede9ee4d86456ee4d1825c8ec5f18c6b3</a></p>	<ul style="list-style-type: none"> <li>• Teachers working in year-round education setting moved more quickly through course content</li> <li>• The YRE teachers believed that they and their students experienced less burnout</li> <li>• The YRE teachers reported spending less time reviewing material</li> </ul>
Evans and Bechtel (1997)	<p>Extended school day/year programs: A research synthesis. Spotlight on student success. As retrieved from the ERIC database on February 9, 2015, at</p> <p><a href="http://files.eric.ed.gov/fulltext/ED461695.pdf">http://files.eric.ed.gov/fulltext/ED461695.pdf</a></p>	<ul style="list-style-type: none"> <li>• A comparison of achievement and attendance in schools</li> </ul>
Kneese, C (2000, 2015)	<p><i>Year-round learning: A research synthesis relating to student achievement.</i> San Diego, CA: National Association for Year-Round Education.</p> <p><i>Teaching in year-round schools.</i> As retrieved from the ERIC database on February 9, 2015</p> <p><a href="http://ericae.net/edo/ed449123.htm">http://ericae.net/edo/ed449123.htm</a></p>	<ul style="list-style-type: none"> <li>• Year-round schooling and student achievement</li> </ul>

Lauer, Akiba, Wilkerson et al (2004)	<p><i>The effectiveness of out-of-school-time strategies in assisting low-achieving students in reading and mathematics: A research synthesis</i></p> <p>. As retrieved from Mid-Continent Research for Education and Learning on February 27, 2015, at <a href="http://www.mcrel.org/PDF">http://www.mcrel.org/PDF</a></p>	
Worthen and Zisray (1994)	<p>A longitudinal study of the impact nationally and in North Carolina</p> <p>Findings from over 20 years of research suggest that a balanced calendar provides several benefits as compared to a traditional calendar</p> <p>Worthen, B.R., &amp; Zsiray Jr, S.W. (1994). <i>What twenty years of educational studies reveal about year-round education</i>.</p> <p>As retrieved from the ERIC database on February 27, 2015, at <a href="http://eric.ed.gov/?id=ED373413">http://eric.ed.gov/?id=ED373413</a></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Do as well or better academically</li> <li>• Exhibit better attitudes toward school</li> <li>• Improve overall attendance</li> <li>• Drop out of school less often.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Have better attitudes toward school</li> <li>• Exhibit less absenteeism</li> <li>• Feel more professional</li> <li>• Report less burnout across the year</li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>• Majority favor well-implemented program</li> </ul>
McMillen (2001)	<p>The Journal of Educational Research, vol. 95, No. 2 (Nov. - Dec. 2001), pp. 67-74. As retrieved on February 9, 2015, from <a href="http://www.jstor.org/stable/27542361">http://www.jstor.org/stable/27542361</a></p>	A statewide evaluation of academic achievement in year-round schools.
Sexton (2003)	<p>As retrieved from the VTech Works Database on February 27, 2015, from <a href="https://vtechworks.lib.vt.edu/handle/10919/27118">https://vtechworks.lib.vt.edu/handle/10919/27118</a></p>	A case study of the effect of year-round education on attendance, academic performance, and behavior patterns.
National Summer Learning Associate (2017)	<p>Policy Snapshot</p> <p>States are enacting policy to address the summer learning loss.</p>	<ul style="list-style-type: none"> <li>• Summer learning loss is a significant contributor to the academic achievement gap</li> <li>• Every summer, low-income youth lose two to three months in reading achievement while their higher-income peers make slight gains.</li> </ul>

		<ul style="list-style-type: none"> <li>• Most youth lose about two months of grade-level equivalency in math skills during the summer.</li> <li>• These losses accumulate. By the end of third grade, four out of every five low-income students fail to read proficiently, making them four times more likely to drop out of school.</li> <li>• Summer nutrition is also a significant issue.</li> </ul>
National Education Commission on Time and Learning (2000)	<p>Time is a valuable resource that schools have yet to capture and manipulate to their advantage.</p> <p>A balanced calendar is one way to capture and manipulate time.</p>	<ul style="list-style-type: none"> <li>• Offers greater opportunity for increased student achievement.</li> <li>• Improves pace of instruction and learning through a continuous and balanced school year.</li> <li>• Helps schools incorporate innovative education programs into the curriculum.</li> <li>• Provides more time for extra tutoring, remediation, and enrichment activities.</li> <li>• Offers opportunities for teacher and staff salary enhancement.</li> <li>• Can create more motivated teachers and students due to frequent intercessions/breaks.</li> </ul>
Carnegie Council (2004)	Report	<ul style="list-style-type: none"> <li>• Studies show that out-of-school time is a time of concern for unsupervised, unoccupied children and unemployed teens.</li> <li>• Parents' greatest concern for their children occurs over the lengthy summer break.</li> </ul>
Seattle PI (2020)	Article	<p><a href="https://education.seattlepi.com/pros-cons-modifying-school-calendars-2540.html">https://education.seattlepi.com/pros-cons-modifying-school-calendars-2540.html</a></p> <p>Pros and Cons of a balanced calendar</p>
We are Teachers (2020)	Article: <i>Is it time to rethink the school calendar?</i>	<p><a href="https://www.weareteachers.com/is-it-time-to-rethink-the-school-calendar/">https://www.weareteachers.com/is-it-time-to-rethink-the-school-calendar/</a></p> <p>Pros and Cons of a balanced Calendar</p>
Thought Co. (2019)	Article	<p><a href="https://www.thoughtco.com/year-round-education-6742">https://www.thoughtco.com/year-round-education-6742</a></p> <p>Pros and Cons of Year-Round Schools</p>
National Education Commission on Time	<p>Report: <i>Prisoners of Time (1994)</i></p> <p><a href="https://www.ecs.org/clearinghouse/64/52/6452.pdf">https://www.ecs.org/clearinghouse/64/52/6452.pdf</a></p>	<ul style="list-style-type: none"> <li>• Our usage of time virtually assures the failure of many students.</li> </ul>

and Learning		<ul style="list-style-type: none"> <li>• There is the pretense that because yesterday's calendar was good enough for us, it should be good enough for our children despite major changes in the larger society.</li> <li>• The potential for time to be a change agent depends on how it is used and whether its use is serving students that are most in need of extra learning.</li> <li>• Schools and districts must choose a school calendar that will better serve the needs of their students while emphasizing effort to boost student achievement.</li> <li>• A balanced calendar could allow for these changes.</li> </ul>
Southern Regional Education Board (2011)	Article: <i>Focus on the Alternative School Calendar and Update on the Four-Day School Week</i>	<ul style="list-style-type: none"> <li>• Offers greater opportunity for increased student achievement</li> <li>• Improves pace of instruction and learning through a continuous and balanced school year.</li> <li>• Helps schools incorporate innovative education programs into the curriculum.</li> <li>• Decreases the effects of summer learning loss.</li> <li>• Provides more time for extra tutoring, remediation, and enrichment activities throughout the year.</li> <li>• Offers opportunities for teacher and staff salary enhancements.</li> <li>• Can create more motivated teachers and students due to frequent intercessions and breaks.</li> </ul>
McMillen (2001)	'A statewide evaluation of academic achievement in year-round schools. The Journal of Educational Research, 95(2), 67-74	<ul style="list-style-type: none"> <li>• The research indicates that when year-round schooling has resulted in higher academic achievement, the schools in question are usually doing more than just rearranging the school calendar.</li> <li>• These schools are also providing remediation and enrichment for students during breaks so that students have opportunities to relearn material, practice skills, catch up, or experience nonacademic enrichment</li> </ul>

		activities continuously throughout the year.
Huebner, T.A (2010)	<i>What Research Says About Year-Round Schooling</i> Educational Leadership 67(7)	<ul style="list-style-type: none"> <li>• Students in year-round schools do as well or slightly better in terms of academic achievement than students in traditional schools.</li> <li>• Year-round education may be particularly beneficial for students from low-income families.</li> <li>• Students, parents, and teachers who participate in a year-round program tend to have positive attitudes about the experience.</li> </ul>
Zubrzycki (2015)	<i>Year-Round school Explained-</i> Education Week, December 2015	<ul style="list-style-type: none"> <li>• Shorter breaks may reduce the learning loss caused by longer summer or winter breaks.</li> <li>• Administrators can use shorter, more frequent intersession breaks in single track calendars for remediation or enrichment to address student learning gaps.</li> <li>• Administrators can provide year-round access to school-based services.</li> <li>• The single-track model facilitates district increasing instructional time.</li> <li>• Teachers can earn more pay through intersession employment.</li> <li>• Year-round school may decrease student and teacher burnout through more frequent, balanced breaks.</li> </ul>
California Department of Education	Year-round Education Program Guide <a href="https://www.cde.ca.gov/ls/fa/yr/guide.asp">https://www.cde.ca.gov/ls/fa/yr/guide.asp</a>	<ul style="list-style-type: none"> <li>• <i>“Students with learning disadvantages may receive academic benefits. Student achievement scores improve when those students are attending year-round schools. 1 The explanation is simple: the loss of retention of information that occurs during the three-month summer vacation is minimized by the shorter, more frequent vacations that characterize year-round calendars. For those students without intellectual stimulation, enrichment, or reinforcement during the summer, summertime can be intellectually detrimental.</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Also, summer school, the typical time for remediation in traditional calendar schools, is held just once a year. It is scheduled after the school year has been completed, which is often too late. Year-round calendars replace summer school with intersession (those periods of shorter vacations that punctuate the instructional year). Because intersessions take place more frequently, remediation can occur in sequence, offering to help a student in a timely manner.</i></li> <li>• <i>Of course, there are other benefits associated with the year-round calendar: teacher and student stress are relieved by regular breaks throughout the year; vacation time can be used more creatively; and the curriculum can creatively incorporate seasonal learning.</i></li> <li>• <i>Implementing a year-round education calendar has both facility and programmatic implications. In its multitrack and single-track forms, it can be an important strategy for ensuring that a district can deliver the best possible educational program.”</i></li> </ul>
<p>Con Drehle (2010)</p>	<p>Time Article: <i>The Case Against Summer Vacation</i> July 22, 2010</p>	<p><i>“The problem of summer vacation, first documented in 1906, compounds year after year. What starts as a hiccup in a 6-year-old’s education can be a crisis by the time that a child reaches high school. After collecting a century’s worth of academic studies, summer-learning expert Harris Cooper, now at Duke University, concluded that, on average, all students lose about a month of progress in math skills each summer, while low-income students slip as many as three months in reading comprehension, compared with middle-income students. Another major study, by a team at Johns Hopkins University, examined more than 20 years of data meticulously tracking the progress of students from kindergarten through high school. The conclusion: while students made similar progress during the school year, regardless of economic status, the better-off kids held steady or continued to make progress during the summer--but disadvantaged students fell back. By the</i></p>

		<i>end of grammar school, low-income students had fallen nearly three grade levels behind, and summer was the biggest culprit. By ninth grade, summer learning loss could be blamed for roughly two-thirds of the achievement gap separating income groups.”</i>
Brown, Rocha, Sharley (2005)	Center for American Progress <i>Getting Smarter, Becoming Fairer</i> ; Center for American Progress, August 2005	<ul style="list-style-type: none"> <li>• The convention of requiring students to attend school for 9 to 10 months and then take a long vacation is counterproductive to long-term learning.</li> <li>• The summer learning loss is greatest among low-income children, who often lack the enriching out of school opportunities available to their more affluent peers.</li> <li>• If students are to have a change at catching up and meeting standards, they will need much more time engaged in learning activities.</li> <li>• Today’s publicly supported learning time was designed to respond to the needs of students and their families in the 19<sup>th</sup> century.</li> </ul>
Alexander, Pitcock, Boulay (2016)	Book: <i>The Summer Slide: What we Know and can do about Summer Learning Loss</i>	This book is an authoritative examination of summer learning loss, featuring original contributions by scholars and practitioners at the forefront of the movement to understand summer learning loss. Various chapters present theory and evidence that explain the phenomenon and the potential effective programs to mitigate loss and increase student achievement.
Pedersen, James (2015)	Book: <i>Summer Versus School: The Possibilities of the Year-Round School</i>	Explores the history of summer vacation and analyzes the various 12-month school calendar models that could prevent summer fade and enhance student learning.
Fitzpatrick, Burns (2019)	<i>Single-Track year-round education for improving academic achievement in US K-12 Schools</i> Results of a meta-analysis  Campbell Systematic Reviews, 15(3) e 1053	Positive attributes of year-round schooling and its impacts for K-12 schools.
Peoria Public Schools	Report to Board (2017) <a href="https://www.peoriapublicschools.org/Page/39034">https://www.peoriapublicschools.org/Page/39034</a>	Summary of their study of balanced calendar.

Scholastic	<p>The Pros and Cons of Year-Round Schools</p> <p><a href="https://www.scholastic.com/parents/school-success/school-involvement/pros-and-cons-year-round-schools.html">https://www.scholastic.com/parents/school-success/school-involvement/pros-and-cons-year-round-schools.html</a></p>	
Harvard Family Research Project	<p>Year-Round Learning Continuity in Education Across Settings and Time Through Expanded Learning Opportunities</p> <p><a href="https://archive.globalfrp.org/out-of-school-time/publications-resources/year-round-learning-continuity-in-education-across-settings-and-time-through-expanded-learning-opportunities">https://archive.globalfrp.org/out-of-school-time/publications-resources/year-round-learning-continuity-in-education-across-settings-and-time-through-expanded-learning-opportunities</a></p>	
AASA: The School Superintendents Association	<p>Districts that School Year-Round</p> <p><a href="https://aasa.org/SchoolAdministratorArticle.aspx?id=10416">https://aasa.org/SchoolAdministratorArticle.aspx?id=10416</a></p>	
Tech and Learning: Tools and Ideas to Transform Education	<p>Year-Round Schools: 5 Things to Know</p> <p><a href="https://www.techlearning.com/news/year-round-schools-5-things-to-know">https://www.techlearning.com/news/year-round-schools-5-things-to-know</a></p>	