

# Virginia Board of Education Agenda Item



Agenda Item: D

Date: June 25, 2015

<b>Title</b>	First Review of Request for Approval of an Innovative Program Opening Prior to Labor Day from Manassas Park City Public Schools		
<b>Presenter</b>	Dr. Cynthia A. Cave, Assistant Superintendent for Policy and Communications Dr. C. Bruce McDade, Superintendent, Manassas Park City Public Schools		
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**Purpose of Presentation:**

Action required by state or federal law or regulation.

**Previous Review or Action:**

No previous review or action.

**Action Requested:**

Final review: Action requested at this meeting.

**Alignment with Board of Education Goals: Please indicate (X) all that apply:**

	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
X	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Goal 6: The review of the request to waive the requirement that the school year begins after Labor Day, pursuant to § 22.1-79.1 of the *Code of Virginia*, relates to the goal that the Board will provide leadership in the development and implementation of state and federal laws and regulations in ways that provide sound policies for student success.

**Background Information and Statutory Authority:**

Manassas Park City Public Schools (MPCPS) is requesting a waiver of the requirement that its school year begin after Labor Day, pursuant to § 22.1-79.1 of the *Code of Virginia*.

Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. The provision that permits the Board to approve a waiver for an experimental or innovative program may be found in § 22.1-79.1 as follows:

§ 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.

- A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement based on a school board certifying that it meets one of the good cause requirements of subsection B.
- B. For purposes of this section, "good cause" means:
1. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;
  2. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding Virtual Virginia, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided;
  3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools; or
  4. A school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division....

In addition, Item 136.A.17 of the 2014 Appropriation Act provides as follows:

To provide additional flexibility, notwithstanding the provisions of § 22.1-79.1 of the Code of Virginia, any school division that was granted a waiver regarding the opening date of the school year for the 2011-12 school year under the good cause requirements shall continue to be granted a waiver for the 2014-15 school year and the 2015-2016 school year.

For the 2014-2015 school year, 43 school divisions have a waiver for weather-related reasons, five have dependent programs, five are entirely surrounded by a school division that has an opening date prior to Labor Day, 17 have waivers granted through Item 136 of the Appropriation Act, and three school divisions have waivers for innovative or experimental programs.

**Summary of Important Issues:**

The 2014 General Assembly included state funding for planning grants in the 2014 Appropriation Act to assist interested school divisions in planning for the establishment of year-round school programs. During the 2014 Special Session I, \$613,312 were included for both fiscal year 2015 and 2016 for planning grants of no more than \$50,000 each for school divisions pursuing the creation of new year-round school programs for divisions or individual schools in support of the findings from the 2012 Joint Legislative Audit and Review Commission (JLARC) report, [Review of Year-Round Schools](#), which was issued in October 2012. (See [Item 135.R.](#) of the 2014 Appropriation Act.) The 2012 JLARC report found that Standards of Learning (SOL) test scores of certain student groups, in particular black students, were more likely to increase at a faster rate at year-round schools over the nine-year period from 2001 to 2009 (Chapter 2). In addition, in the report it was suggested that certain school divisions, particularly those with high percentages of student groups that appear to benefit from year-round schools, may want to consider implementing year-round calendars as a method to improve student performance (Chapter 6).

MPCPS received a \$50,000 year-round school planning grant for the 2014-2015 school year to support the development of new year-round programs. The school division is composed of four schools: Cougar Elementary School, Manassas Park Elementary School, Manassas Park Middle School, and Manassas Park High School. MPCPS has about 3,200 students with a racial/ethnic breakdown as follows:

<u>Race/Ethnicity</u>	<u>City</u>	<u>Schools</u>
White	40.3%	27%
Black	14.8%	11%
Hispanic	34.6%	49%
Asian	9.2%	7%

The three subgroups of concern include the socio-economically disadvantaged, English Language Learners (ELLs), and special education. The largest of these groups, the socio-economically disadvantaged, is approximately 60 percent of the student population based on Free and Reduced Meal Eligibility applications. In addition, MPCPS has 33 percent of its student population receiving ELL services at Level 1 or Level 2 and 12 percent of the student population is identified as receiving special education.

The plan is to begin instruction for the 2015-2016 school year on August 17, 2015. This plan is modeled on one similar to the plan used by another Virginia school division and will include two one-week intersessions. When school ends in June, students will have a two-week break before summer school begins. Summer school will operate for three weeks and then students will have three weeks off before the new school year begins. Many of the students who attend summer school fall within one of the three subgroups of concern.

The calendar was designed by a team of educators from the four schools, transportation, and central office. Numerous modifications were made based on feedback from stakeholders. The calendar for the school division will provide two weeks of intersession which will include intense remediation and enrichment for the students. The first week of intersession will follow the end of the first nine weeks. This time frame will allow for targeted interventions for those students who struggled with the

foundational concepts needed to be successful the remainder of the school year. Enrichment opportunities will include college visits, business internships, SAT and AP test preparation, and educational field trips. The Pre-Labor Day start will provide an additional two weeks of instruction for students in AP classes. All students in the school division will participate in this calendar.

MPCPS would like to realize improvements in sub-group-SOL test scores and ELL proficiency. However, providing remediation to students after school and on Saturdays has not produced the desired results. MPCPS believes that the balanced schedule will improve the pacing of the curriculum, thus improving student understanding and knowledge retention. Targeted intersessions will further bolster student understanding and increased language proficiency and comprehension.

Currently all schools in MPCPS are fully accredited.

**Impact on Fiscal and Human Resources:**

The impact on state funds for this request is expected to be minimal.

**Timetable for Further Review/Action:**

Upon approval by the Board of Education, Department of Education staff will notify the Superintendent of Manassas Park City Public Schools that Cougar Elementary School, Manassas Park Elementary School, Manassas Park Middle School, and Manassas Park High School are authorized to open prior to Labor Day beginning with the 2015-2016 school year.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the request from Manassas Park City Public Schools for an innovative program opening prior to Labor Day, pursuant to the provisions of §.22.1-79.1 of the *Code of Virginia*.

**Rationale:**

Action is recommended at this meeting because Manassas Park City Public Schools meets the Code requirements for an innovative program which may open before Labor Day and to provide maximum time for Manassas Park City Public Schools to prepare to begin instruction for the 2015-2016 school year on August 17, 2015.

# Virginia Department of Education

## Application for a Planning Grant for School Divisions Pursuing the Development of New Year-Round School Programs for School Divisions or Individual Schools

**FY 2014- 2015**

School Division: Manassas Park City Schools

Division Superintendent: Bruce McDade

Date of Submission: August 1, 2014

Division Contact: Eric Neff

Telephone No: 703-335-8859

E-mail: [eric.neff@mpark.net](mailto:eric.neff@mpark.net)

Amount of Funding Requested: \$50,000

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**Assurances and Signatures**

By signing and submitting this application, the applicant assures that it will adhere to state and federal laws and regulations governing public schools, including the Virginia *Standards of Quality*, the Virginia *Standards of Learning*, and the Virginia Board of Education's *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. The applicant assures that all elements of the proposed school, including, but not limited to, the school facility and location and school year calendars, will comport with all state and federal laws and regulations.

The applicant certifies that to the best of his/her knowledge the information in the application is correct, that the applicant has addressed all application elements as required in the *Application for a Planning Grant for School Divisions Pursuing the Development of New Year-Round School Programs for School Divisions or Individual Schools*, and that the applicant understands and will comply with the assurances.

The applicant assures that the applicant school division plans to implement the year-round program in its division or in individual schools by the 2015-2016 school year.

C. Bruner Goble  
Signature of School Division Superintendent

8/1/14  
Date

Brenda J. Fite  
Signature of Chairman of School Board

8/1/14  
Date

## **Executive Summary**

Manassas Park City Schools (MPCS) is a unique school division in Northern Virginia. The division is smaller than most divisions in Region IV, but comparisons in Washington Area Boards of Education annual reports show that it has some of the highest percentages of ELL, socio-economically disadvantaged, and special education populations. This combination presents specific challenges.

MPCS prides itself on providing quality instruction to all students. However, recent SOL test results were not of the caliber expected or accepted by administration. Particularly concerning were the decline in scores in light of the remediation efforts in place across the division. The division has acknowledged that a change in teaching and learning must occur.

Analysis of the SOL and other data indicates that the division must operate differently to meet the needs of all students, but in particular several sub-groups. The JLARC study published on Year-Round Schools suggests a very viable opportunity for MPCS to provide a positive impact on teaching and learning.

MPCS would not have certain financial hardships faced by other individual schools that attempted to move to a year-round calendar. Since the entire division would make the change, the financial increases would be minimized while the improvement in teaching and learning would be maximized.

The administrative staff and School Board is excited to participate in this grant opportunity. Funding for this planning initiative will ensure a successful and well thought-out transition from a traditional to year-round calendar for MPCS.



## **Name of the School Division and Participating Schools**

DIVISION: Manassas Park City Schools (referred to as "MPCS")

Cougar Elementary  
9330 Brandon Street  
Manassas Park, VA 20111

Manassas Park Elementary  
9298 Cougar Court  
Manassas Park, VA 20111

Manassas Park Middle School  
8202 Euclid Avenue  
Manassas Park, VA 20111

Manassas Park High School  
8200 Euclid Avenue  
Manassas Park, VA 20111

## **Name and Contact Information for the Grant Coordinator**

Manassas Park City Schools is in the process of hiring an Associate Superintendent of Teaching and Learning. This person is expected to play a large role in the planning and development of a year-round school calendar. Eric Neff, Executive Director of Operations, will coordinate the efforts until this person is hired and will likely retain a significant role in the process.

Eric Neff  
eric.neff@mpark.net  
703-335-8859

## **Names and Description of Any Committees Involved in Planning Process**

Administrative – The Associate Superintendent of Teaching and Learning is expected to coordinate the planning of this program. The Executive Director, Directors and Principals will provide input regarding their areas of expertise. Since this group currently meets once a month, a majority of the work would be completed during this already scheduled time.

City/School Partnership – The project will need input from the City Government as well as the community at large. While the specific make-up of this team will be decided at a later date, it will likely include City Staff, business leaders and/or a Chamber of Commerce representative, child care facility owners, parents and others. From the

school's side, the School Board, particularly the chair and vice-chair, will play a lead role in establishing a community partnership. Another key player will be Pam Blake, who has worked extensively with the Superintendent on communications activities and coordination of press personnel when appropriate.

Operations – This team will likely be a subgroup of the first two with a focus on addressing the administrative and operational impact of this type of change.

Teacher Advisory and Intersession Design – Two teams comprised predominantly of classroom educators. The first will help guide the pacing changes that will occur with a more balanced calendar. The second will also include the Director of Assessment. This team will have goals of 1) how to properly identify students for intersessions and 2) how to best provide instruction during intersession.

Human Capital Management – This team will focus on the shift in responsibilities for teachers. With the help of consultants, this group may develop strategies for Career Ladders and associated compensation scales to best meet the needs of the instructional staff and the division.

### **Purpose, Goals, and Objectives of the Year-Round Program**

The Internet is replete with information on the pros and cons of moving to a year-round schedule. A most often cited reason for the change is the reduction or elimination of the "summer learning loss" in various student sub-groups, particularly those classified as socio-economically disadvantaged or LEP. This conclusion is supported by the JLARC study. MPCS believes that moving the entire division to a year-round schedule will have a positive impact on teaching and learning for these sub-groups which are found in relatively high percentages within our school division.

Improved teaching and learning has been found when year-round school calendars included targeted intersessions. These sessions are offered to ensure struggling students are given more immediate opportunities to address areas of weakness. Part of the planning initiative would be to determine the appropriate length of the various intersessions.

Intersessions should not be perceived as solely remediation. This time could be structured in many ways to help students participate in various enrichment opportunities. Most simply, families would have the chance to travel at other than peak travel times without needing to remove their child(ren) from instruction. Specifically at the secondary level, time off beyond spring break could allow students to:

- take preparatory classes for college entrance exams
- make college visits without missing instructional time
- participate in internship or opportunities to explore future career interests

MPCS has found that quite a few families disenroll students during some or all of the months of December and January. Evidence suggests that this primarily Hispanic group uses the time surrounding the winter holidays to travel out of the country to visit

family. MPCS hopes that adjusting the calendar to provide a longer break during this period may limit the number of families pulling their children out of school.

Additional days will be needed throughout the calendar to allow for increased data analysis and embedded professional development. Comprehensive data analysis is critical to identifying the students in need of targeted interventions during each intersession. This type of analysis cannot be completed during the regular school day or by individual teachers in isolation. Specific days must be set aside for collaboration on this task toward the end of, or after, each major instructional period.

More than any of the neighboring jurisdictions, MPCS provides teachers with in-house opportunities for professional development at the beginning of the school year. Just like the students they teach, teachers, especially those with limited experience, need evaluation, support, and the opportunity for growth and improvement throughout the year. Embedding professional development opportunities throughout the year can help teachers refresh and recharge to reduce burn-out and ensure high quality teaching and learning during all instructional periods.

The entire Manassas Park community takes pride in the four beautiful school buildings that were constructed between 1999 and 2009. Current construction projects occurring within the city limits are predominantly residential. Enrollment projections indicate that these lovely schools may reach or exceed capacity during the next decade. With the city not in the financial position to build new facilities, the school division must investigate other options to avoid overcrowding. Moving to year-round schooling better positions MPCS to move to a multi-track calendar which could establish varying school opening dates depending on the track.

### **Explanation as to Why This School/School Division Wishes to Pursue this Program and the Necessity in Opening Prior to Labor Day**

In order to facilitate the addition of intersessions and a longer winter break, the school year would need to start prior to Labor Day. This would provide enough instructional days prior to the winter break to complete the first semester grading period. Other benefits include, but are not limited to, additional instructional days for:

- LEP students prior to completing the writing portion of the English SOL
- all students in Advanced Placement classes prior to spring administration of AP testing
- all students prior to PSAT, SAT & ACT test administration

Also, the addition of days for data analysis and PD further increases the need to push the beginning of the school year before Labor Day.

While the ultimate goal would be to achieve a calendar similar to that shown in Appendix 1, it is likely that a phased in approach will be more readily received by the community. Part of the planning work will be to determine the most appropriate opening

and closing dates for SY15-16 and beyond. For the purposes of this application, MPCS expects to move school opening ahead no more than two weeks the first year. This would establish an opening date of August 24, 2015. The year would end June 17, 2016, which is the Friday before Father's Day and consistent with current year-end timing. Since this would become the standard operating schedule for the division, MPCS would request a waiver indefinitely.

### **Logistics for Transportation and Other Support Services Affected by a Year-Round Program**

Anticipated impact on transportation and other support services is more a question of changes in timing than expansion of services. This is due to the fact that the entire division would move to the year-round school eliminating the need for multiple transportation schedules.

### **Anticipated Outcomes**

MPCS would like to realize improvements in sub-group SOL test scores and ELL proficiency. The current structure of remediation after school or on Saturdays (i.e. extended school hours) have not produced the desired positive outcomes. This is consistent with the findings of the JLARC study. That same study indicates that the MPCS goals may be achieved by moving to a year-round school calendar. MPCS recognizes that current methods are not producing the desired results and the division must embrace proven techniques and methodologies that will have the desired impact on student achievement.

MPCS believes that the balanced schedule will improve the pacing of the curriculum, thus improving student understanding and knowledge retention. The more frequent breaks will have a positive impact on student behavior that will result in increased student and teacher engagement. These breaks will also reduce the "summer learning loss" seen in many of the MPCS student populations. Targeted intersessions will further bolster student understanding and increased language proficiency and comprehension.

### **Demographic Information**

Manassas Park is an independent jurisdiction in Northern Virginia, approximately 30 miles southwest of Washington DC. The 2.5 square mile town of Manassas Park borders the much larger jurisdictions of Prince William County and the City of Manassas.

The school division of just over 3,200 students has a race/ethnicity breakdown of:

Race/Ethnicity	<u>City</u>	<u>Schools</u>
White	40.3%	27%
Black	14.8%	11%
Hispanic	34.6%	49%
Asian	9.2%	7%

Providing the necessary interventions and support services for special populations can be challenging for a smaller school division with more limited resources. Three sub-groups of concern are Socio-Economically Disadvantaged, ELL, and Special Education.

The largest of these three groups, Socio-Economically Disadvantaged, held steady throughout the 2013-2014SY at 56% based on Free and Reduced Meal Eligibility Applications.

Meeting SOL and on-time graduation targets can be a challenge for English Language Learners. MPCS has 29% of the student population receiving services at Level 1 or Level 2.

Special Education Students continue to struggle to meet SOL targets. While only 12% of the overall population, there is a great variety of needs within this sub-group.

### **Description of Proposed Activities Related to the Involvement of Teachers, Parents, and the Community in the Development and Implementation of the Program**

Each of the teams described previously will hold, at a minimum, monthly meetings to review information, outline future investigations and activities, and prepare for the move to a year-round calendar.

Various members of the teacher and administrative teams will visit schools who are, or have, conducted year-round calendars. The goal of these visits will be to learn from the positive and negative outcomes seen in those divisions. MPCS believe that the visits should include locations within and outside of Virginia. Depending on distance, interviews with other schools may be completed in person or virtually.

MPCS will hold periodic Town Hall meetings in the community to establish a free flow of information and ideas. These meetings will be in addition to regular School Board meetings where updates on the planning process will be shared to ensure all persons affected by this change will have access to the information.

## **Evaluation Procedures and Data**

The Director of Assessment will be a key player in helping all staff better utilize data to determine what, if any, increases in proficiency are realized from this program. The FY15 implementation of a new data warehouse will further facilitate those efforts. Teachers and administrators should be proficient with the use of this tool once YRS begins and will be able to measure improvement using any or all of the following assessment results.

- Quarterly benchmark scores
- SOL scores, particularly for sub-groups
- Intersession pre- and post-assessments
- Class failure rates

MPCS believes that ancillary data in the form of:

- Attendance - both teacher and student
- Parent surveys
- Graduation rates

will also provide positive indications about the program.

## **A Timeline and Description of the Planning Initiatives and Tasks**

### **JULY**

- E-mail to School Board assessing interest in/support for YRS initiative
- Planning Grant writing

### **AUGUST**

- Discussions & planning with administration at leadership retreat
- Announcement of investigation & planning at opening faculty meetings
- Announcement of investigation & planning at School Board meeting
- Announcement of investigation & planning at city Governing Body meeting
- Survey - Parents, Community, Faculty & Students

### **SEPTEMBER**

- Formation of teams
  - Teams will report out on progress at each regular school board meeting throughout the year
- Community Town Hall meeting
- Discussion with various stakeholders groups:
  - Chamber of Commerce
  - NVCC & George Mason
  - Manassas Park Community Center
  - Local child care facilities

## OCTOBER – NOVEMBER

- Visit and/or discuss year-round school schedule with other schools/divisions that have implemented YRS. Include both organizations that have discontinued the schedule and those that have continued.

## DECEMBER

- Present proposed calendar and receive community feedback

## JANUARY

- Develop budget with proposed calendar

## FEBRUARY – JUNE

- Teams work with administration on implementation of new programs

### **Budget**

A spreadsheet detailing the expenses is provided in Appendix 2.

Salaries and benefits are the largest component of the budget for this grant request. The planning process requires input from key personnel and consultants outlined below.

### **SALARIES**

#### Associate Superintendent of Teaching and Learning

Person: As mentioned previously, MPCS is in the process of interviewing prospective candidates for this position. Selection of the finalist will be made within the next few weeks with the goal of having the selected candidate on board as close as possible to the opening of school in September.

Salary: While a final salary will be dependent on negotiations with the selected candidate, MPCS is projecting an annual contract of \$150,000.

Project Time: The grant writing committee estimates that 5% of this person's time will be used for planning the new year-round school program.

#### Executive Director of Operations

Person: Mr. Eric Neff served as an administrator in all MPCS schools except for Cougar Elementary. He serves as designee if the Superintendent is away from the division and has responsibility for all aspects of division operations.

Salary: \$157,500

Project Time: The grant writing committee estimates that 2% of all director's time will be used for planning the new year-round school program.

### Director of Assessment

Person: Mr. Jon Mamon began his career with MPCS as a math teacher and served as an ITRT before moving into his current role. Mr. Mamon supervises all record collections for the state, administration of the MPCS SIS, and will be leading the role out of the new data warehouse.

Salary: \$115,686

Project Time: 2%

### Director of Special Programs

Person: Mrs. Jennifer Braswell-Gellar began her career as a Special Education Teacher. After a brief period of employment for another division, Mrs. Braswell-Gellar returned to MPCS and has served in various capacities within the Special Education organization before her promotion to her current position. As Director of Special Programs she has invaluable experience working with the city Social Services and Police Departments. Her demonstration of excellent project management skills during division-wide ALiCE training made her the obvious choice to lead the high school's e-Learning Backpack initiative as part of the division's digital conversion.

Salary: \$115,686

Project Time: 2%

### Director of Human Resources

Person: Mrs. Shannon Watson came to MPCS from Fairfax County Schools just over a year ago. In that short time, she brought improved structure and focus to the Human Resources Department and provided critical leadership on the implementation of a new Human Resource Information System. Her innovative ideas around compensation, teacher training, and staff empowerment will be critical to the success of the year-round school program.

Salary: \$108,675

Project Time: 2%

### Director of Financial Services

Person: Mrs. Krista Kelly is a career switcher who began her career with MPCS as a math teacher after working in finance for two Fortune 500 companies. She brings a unique understanding of instruction not typically found in this central office role. The success of the year-round school project will rely on her work to identify and contain increased expenditures and/or secure additional sources of funding.

Salary: \$115,686

Project Time: 2%



### Principals

Person: Pam Terry – Cougar Elementary  
Stacey Mamon – Manassas Park Elementary  
Pam Kalso – Manassas Park Middle School  
Debbie Bergeron – Manassas Park High School

As the instructional leaders at each school in the division, the principal's insights on teaching and learning will be key. They will be instrumental facilitating the teacher transition to a year-round school calendar.

Salary: 506,958 (Combined)

Project Time: 2%

### Teachers

Person: (8) TBD – two per school  
Embedded involvement of classroom teachers is necessary to properly alter curriculum and pacing guides and to determine the most appropriate structure for intersession classes.

Salary: \$8,000 – Stipends of \$1,000 each

Project Time: Minimum of 4 hours monthly

### Substitutes

Person: TBD – Substitutes will be needed to cover classrooms for participating teachers during planning sessions or site visits that cannot take place outside of school hours.

Salary: \$85 per day

Project Time: Estimating 16 occurrences; max of two days per person

### Administrative Assistant to Superintendent

Person: Mrs. Pam Blake provides significant assistance to the division related to communications. She has been instrumental in the handling and coordination of press personnel for major and minor events at MPCS. She has also produced significant improvements in the content and design of the division website.

Salary: \$79,247

Project Time: 2%

### Consultants

Organization: TBD – Selected organizations may assist with curriculum mapping, operational activities, and/or salary structure analysis and development.

Cost: \$10,000

### **BENEFITS**

It is assumed that the 7.65% FICA payment required on all listed salaries will be covered by the project grant.

## TRAVEL

Until specific arrangements are made it is difficult to estimate the travel cost associated with the year-round school planning process. However, the grant writing committee recognizes that some trips will be local requiring only gas and food expenditures. Others may require overnight stays.

## MATERIALS & SUPPLIES

This category is difficult to identify in advance. The following types of charges are expected during the planning process:

- The grant writing committee believes that books and/or articles about year-round schooling will be provided to the various committee members.
- While planned surveys will be sent out using Survey Monkey to reduce printing and postage costs, there are a portion that will need to be printed.
- Communication with divisions outside of Virginia made b accomplished via teleconference, thus incurring long-distance charges.
- Food and beverages at various Town Hall and other meetings and events.

# Appendices

# Year-Round School Planning Grant Potential Calendar

**LEGEND**

- Q1 School Day - First Quarter
- I1 Intersession #1
- Q2 School Day - Second Quarter
- I2 Intersession #2
- Q3 School Day - Third Quarter
- I3 Intersession #3
- Q4 School Day - Fourth Quarter
- I4 Intersession #4
- T Teacher Work Day
- F Federal Holiday
- AH All Holiday
- TH Teacher Holiday

M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F		
<b>July</b>					<b>October</b>					<b>January</b>					<b>April</b>						
		1-Jul	2-Jul	3-Jul F				1-Oct	2-Oct T					1-Jan F					1-Apr T		
			July 4th											New Year's Day							
6-Jul	7-Jul	8-Jul	9-Jul	10-Jul	5-Oct	6-Oct	7-Oct	8-Oct	9-Oct	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	4-Apr	5-Apr	6-Apr	7-Apr	8-Apr		
					I1	I1	I1	I1	I1	I2	I2	I2	I2	I2	I3	I3	I3	I3	I3		
					FALL COLLEGE CAMPUS VISIT											SPRING COLLEGE CAMPUS VISIT					
13-Jul	14-Jul	15-Jul	16-Jul	17-Jul	12-Oct	13-Oct	14-Oct	15-Oct	16-Oct	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan	11-Apr	12-Apr	13-Apr	14-Apr	15-Apr		
					F	T	Q2	Q2	Q2	I2	I2	I2	I2	I2	Q4	Q4	Q4	Q4	Q4		
					Columbus Day																
20-Jul	21-Jul	22-Jul	23-Jul	24-Jul	19-Oct	20-Oct	21-Oct	22-Oct	23-Oct	18-Jan	19-Jan	20-Jan	21-Jan	22-Jan	18-Apr	19-Apr	20-Apr	21-Apr	22-Apr		
T	T	T	T	T	Q2	Q2	Q2	Q2	Q2	F	Q3	Q3	Q3	Q3	Q4	Q4	Q4	Q4	Q4		
										MLK Day											
27-Jul	28-Jul	29-Jul	30-Jul	31-Jul	26-Oct	27-Oct	28-Oct	29-Oct	30-Oct	25-Jan	26-Jan	27-Jan	28-Jan	29-Jan	25-Apr	26-Apr	27-Apr	28-Apr	29-Apr		
Q1	Q1	Q1	Q1	Q1	Q2	Q2	Q2	Q2	Q2	Q3	Q3	Q3	Q3	Q3	Q4	Q4	Q4	Q4	Q4		
<b>August</b>					<b>November</b>					<b>February</b>					<b>May</b>						
3-Aug	4-Aug	5-Aug	6-Aug	7-Aug	2-Nov	3-Nov	4-Nov	5-Nov	6-Nov	1-Feb	2-Feb	3-Feb	4-Feb	5-Feb	2-May	3-May	4-May	5-May	6-May		
Q1	Q1	Q1	Q1	Q1	Q2	Q2	Q2	Q2	Q2	Q3	Q3	Q3	Q3	Q3	Q4	Q4	Q4	Q4	Q4		
					Election Day																
10-Aug	11-Aug	12-Aug	13-Aug	14-Aug	9-Nov	10-Nov	11-Nov	12-Nov	13-Nov	8-Feb	9-Feb	10-Feb	11-Feb	12-Feb	9-May	10-May	11-May	12-May	13-May		
Q1	Q1	Q1	Q1	Q1	Q2	Q2	F	T	T	Q3	Q3	Q3	Q3	Q3	Q4	Q4	Q4	T	T		
					Veteran's Day																
17-Aug	18-Aug	19-Aug	20-Aug	21-Aug	16-Nov	17-Nov	18-Nov	19-Nov	20-Nov	15-Feb	16-Feb	17-Feb	18-Feb	19-Feb	16-May	17-May	18-May	19-May	20-May		
Q1	Q1	Q1	Q1	Q1	Q2	Q2	Q2	Q2	Q2	F	Q3	Q3	Q3	Q3	Q4	Q4	Q4	Q4	Q4		
										President's Day											
24-Aug	25-Aug	26-Aug	27-Aug	28-Aug	23-Nov	24-Nov	25-Nov	26-Nov	27-Nov	22-Feb	23-Feb	24-Feb	25-Feb	26-Feb	23-May	24-May	25-May	26-May	27-May		
T	Q1	Q1	Q1	Q1	Q2	Q2	TH	F	AH	T	T	Q3	Q3	Q3	Q4	Q4	Q4	Q4	Q4		
					Thanksgiving																
31-Aug					30-Nov					29-Feb					30-May	31-May					
Q1					Q2					Q3					F	Q4					
															Memorial Day						
<b>September</b>					<b>December</b>					<b>March</b>					<b>June</b>						
	1-Sep	2-Sep	3-Sep	4-Sep	1-Dec	2-Dec	3-Dec	4-Dec		1-Mar	2-Mar	3-Mar	4-Mar		1-Jun	2-Jun	3-Jun				
	Q1	Q1	Q1	TH	Q2	Q2	Q2	Q2		Q3	Q3	Q3	Q3		Q4	Q4	Q4				
7-Sep	8-Sep	9-Sep	10-Sep	11-Sep	7-Dec	8-Dec	9-Dec	10-Dec	11-Dec	7-Mar	8-Mar	9-Mar	10-Mar	11-Mar	6-Jun	7-Jun	8-Jun	9-Jun	10-Jun		
F	Q1	Q1	Q1	Q1	Q2	Q2	Q2	Q2	Q2	Q3	Q3	Q3	Q3	Q3	Q4	Q4	Q4	Q4	Q4		
Labor Day																					
14-Sep	15-Sep	16-Sep	17-Sep	18-Sep	14-Dec	15-Dec	16-Dec	17-Dec	18-Dec	14-Mar	15-Mar	16-Mar	17-Mar	18-Mar	13-Jun	14-Jun	15-Jun	16-Jun	17-Jun		
Q1	Q1	Q1	Q1	Q1	Q2	Q2	Q2	Q2	Q2	Q3	Q3	Q3	Q3	Q3	Q4	Q4	Q4	T	T		
21-Sep	22-Sep	23-Sep	24-Sep	25-Sep	21-Dec	22-Dec	23-Dec	24-Dec	25-Dec	21-Mar	22-Mar	23-Mar	24-Mar	25-Mar	20-Jun	21-Jun	22-Jun	23-Jun	24-Jun		
Q1	Q1	Q1	Q1	Q1	Q2	Q2	Q2	AH	F	Q3	Q3	Q3	Q3	AH	I4	I4	I4	I4	I4		
					Christmas Eristmas Day										Good Friday						
28-Sep	29-Sep	30-Sep			28-Dec	29-Dec	30-Dec	31-Dec		28-Mar	29-Mar	30-Mar	31-Mar		27-Jun	28-Jun	29-Jun	30-Jun	1-Jul		
Q1	Q1	Q1			TH	TH	TH	TH		TH	TH	T	T		I4	I4	I4	I4	I4		
					New Year's Eve							Easter Monday									

## Year-Round School Planning Grant Budget

	<u>Base</u>	<u>% of Time</u>	<u>Charged</u>	<u>FICA</u>	<u>Total</u>
				7.65%	
Assoc	150,000.00	5.00%	7,500.00	573.75	8,073.75
Neff	157,500.00	2.00%	3,150.00	240.98	3,390.98
Mamon	115,686.00	2.00%	2,314.00	177.02	2,491.02
Watson	108,675.00	2.00%	2,174.00	166.31	2,340.31
Kelly	115,686.00	2.00%	2,314.00	177.02	2,491.02
Braswell	115,686.00	2.00%	2,314.00	177.02	2,491.02
Principals	506,958.00	2.00%	10,139.00	775.63	10,914.63
Blake	79,247.00	2.00%	1,585.00	121.25	1,706.25
	<u>Rate</u>	<u>Occurances</u>	<u>Charged</u>	<u>FICA</u>	<u>Total</u>
Teacher (8)	1,000.00	8	8,000.00	612.00	8,612.00
Subs	85.00	16	1,360.00	104.04	1,464.04
Consultant			<u>10,000.00</u>	<u>-</u>	<u>10,000.00</u>
<b>TOTAL SALARIES &amp; BENEFITS</b>			49,265.00	3,003.77	53,975.02
Travel					5,000.00
Materials					1,500.00
<b>LOCAL FUNDING</b>					<u>(10,475.02)</u>
<b>TOTAL GRANT REQUEST</b>					<u>50,000.00</u>

August 16, 2013

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
P.O. Box 2120  
RICHMOND, VIRGINIA 23218-2120

**REQUEST FOR WAIVER OF CERTAIN ACCREDITING STANDARDS  
AND/OR APPROVAL  
OF AN INNOVATIVE OR EXPERIMENTAL PROGRAM**

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC 20-131-10 et seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (§§ 22.1-253.13:1 et seq.). The annual accrediting cycle for public schools is July 1 through June 30.

This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to the beginning of an accrediting cycle or the proposed implementation of the program or activity that precipitates the request for the waiver. The types of waivers available and the corresponding section of the standards are indicated below. Please attach additional sheets or information deemed appropriate. (The Board will consider this request in its monthly meeting and school divisions **are required** to appear before the Board **in person or electronically** to explain a waiver request.)

SCHOOL DIVISION Manassas Park City Schools

TITLE OF PROGRAM/ACTIVITY Manassas Park City Schools Balanced Calendar

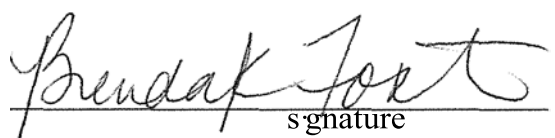
TYPE OF APPROVAL REQUESTED:

- D Approval of an Alternative to the Standard School Year and School Day (8 VAC 20-131-150)
- D Approval of an Alternative Accreditation Plan (8 VAC 20-131-280.D)
- D Approval of an Experimental Program (§ 22.1-79.1 of the *Code of Virginia* and 8 VAC 20-131-290.D)
- XD** Approval of an Innovative Program (§ 22.1-79.1 of the *Code of Virginia* and 8 VAC 20-131-290.D)
- D Approval of a Waiver of Other Provision(s) of the Standards (8 VAC 20-131-350)
- D (Complete Pages 1 and 3 of the application only.)


SCHOOL OR SCHOOLS INVOLVED IN THE PROPOSED PROGRAM/ACTIVITY

Cougar Elementary School,  
Manassas Park Elementary School  
Manassas Park Middle School  
Manassas Park High School

March 23, 2015  
Date Approved  
by the Local School Board

  
signature  
Chairman of the School Board

June 2, 2015  
Submission Date

  
signature  
Division Superintendent

SCHOOL DIVISION

Manassas Park City Schools

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TITLE OF PROGRAM/ACTIVITY

Manassas Park City Schools Balanced Calendar

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IF THE PROPOSED PROGRAM IS EXPERIMENTAL OR INNOVATIVE, FOR EACH SCHOOL EXPLAIN HOW THIS IS SO AND PROVIDE A PROGRAM DESCRIPTION, INCLUDING THE TYPE OF PROGRAM, ITS PURPOSE, THE GRADES SERVED, DEMOGRAPHIC INFORMATION DESCRIBING THE STUDENTS WHO WILL BE ATTENDING, THE RATIONALE FOR THE PROGRAM, THE PROGRAM'S GOALS, EVALUATION PROCEDURES, AND OTHER RELEVANT INFORMATION.

### **Background/Type of Program**

Manassas Park City Schools applied for and received the year round planning grant in August 2014. During the past ten months, personnel from the school division visited school divisions in the state that are operating an innovative calendar or planning to do so in 2015-16. Those school divisions were Lynchburg City Schools which has an elementary school operating as a full year round model, Radford City Schools which is in the planning stage like MPCS, and Galax City Schools which is using a more balanced approach for its academic school year calendar. After researching the impact of the various models as well as holding numerous stakeholder meetings with teachers, parents, students, local government officials, community members, and local businesses, it became evident that while the full year round model would best benefit our students, it would be too much a leap for all of our stakeholders in year one. At that point we turned our direction to a more balanced approach for the 2015-16 school year, (August 17, 2015 start date) with the idea of moving towards a complete year round approach in the future. We have modeled our calendar like the one used by Galax City Schools during the 2014-15 school year which includes a Pre-Labor Day start and two one week intersessions built in during the year. We visited Galax to speak with school and school board officials in the fall and returned to observe two days of an intersession week in February.

### **Purpose/Grades Served**

The calendar for the school division will provide for two weeks (Intersessions) of intense remediation and enrichment for students. The first week will be immediately following the end of the first nine weeks. This time frame would allow for targeted interventions for those students that struggled with the foundational concepts needed to be successful the remainder of the school year. Enrichment opportunities include college visits, business internships, SAT preparation, AP testing preparation, and educational field trips. The second intersession will occur in late April prior to AP and SOL assessments. Intervention and enrichment will be similar during both weeks during the year. The Pre-Labor Day start will also provide an additional two weeks of instruction for students scheduled in AP classes. All students in our schools PreK-12 would participate in the Balanced Calendar.

### **Demographic Information**

Manassas Park is an independent jurisdiction in Northern Virginia approximately 30 miles southwest of Washington DC. The 2.5 square mile town of Manassas Park borders the much larger jurisdictions of Prince William County and the City of Manassas. The school division of just over 3,200 students has a race/ethnicity breakdown of:

<u>Race/Ethnicity</u>	<u>City</u>	<u>Schools</u>
White	40.3%	27%
Black	14.8%	11%
Hispanic	34.6%	49%
Asian	9.2%	7%

Three subgroups of concern included; Socio-Economically Disadvantaged, English Language Learners, and Special Education. The largest of these three groups, Socio Economically Disadvantaged, is approximately 60% of the student population based on Free and Reduced Meal Eligibility Applications. MPCS has 33% of its student population receiving English as a Second Language Services at Level 1 or Level 2. Twelve percent of our population is identified as Special Education.

### **The Goals and Objectives**

The thought process throughout the planning was to limit the length of the summer break by "chunking" the teaching and learning throughout the entire twelve months. When school ends in June, students will have a two week break before summer school begins.

Many of the students that attend summer school fall within one of the three subgroups mentioned above. Summer school will operate for three weeks, and then students will have three weeks off before the new school year begins on August 17, 2015.

With the ten intersession days, instruction will occur for 186 days. Students in Manassas Park City Schools attend each day for 6 hours and 15 minutes. We feel that this calendar meets the goals and objectives.

### **Program Goals**

MPCS would like to realize improvements in sub-group SOL test scores and English Language Learners proficiency. The current structure of remediation after school or on Saturdays (i.e. extended school hours) have not produced the desired positive outcomes. This is consistent with the findings of the JLARC study. That same study indicates that the MPCS goals may be achieved by moving to a balanced approach school calendar. MPCS recognizes that current methods are not producing the desired results and the division must embrace proven techniques and methodologies that will have the desired impact on student achievement. MPCS believes that the balanced schedule will improve the pacing of the curriculum, thus improving student understanding and knowledge retention. The more frequent breaks will have a positive impact on student behavior that will result in increased student and teacher engagement. These breaks will also reduce the "summer learning loss" seen in many of the MPCS student populations. Targeted intersessions will further bolster student understanding and increased language proficiency and comprehension.

### **Evaluation Procedures and Data**

The Director of Assessment will be a key player in helping all staff better utilize data to determine what, if any, increases in proficiency are realized from this program. The FY 15 implementation of a new data warehouse will further facilitate those efforts. Teachers and administrators should be proficient with the use of this tool once the balanced calendar begins and will be able to measure improvement using any or all of the following assessment results.

- Quarterly benchmark scores
- SOL scores, particularly for sub-groups
- Intersession pre- and post-assessments
- Class failure rates

MPCS believes that ancillary data in the form of:

- Attendance - both teacher and student
- Parent surveys
- Graduation rates

will also provide positive indications about the program.

DOES THE PROGRAM REQUIRE THE SCHOOL OR SCHOOLS REFERENCED IN THIS APPLICATION TO OPEN PRIOR TO LABOR DAY?

YES       NO.

IF YES, EXPLAIN WHY.

The Internet is replete with information on the pros and cons of moving to a year-round schedule. A most often cited reason for the change is the reduction or elimination of the "summer learning loss" in various student sub-groups, particularly those classified as socio-economically disadvantaged or Limited English Proficient. This conclusion is supported by the JLARC study. MPCS believes that moving the entire division to a year-round schedule will have a positive impact on teaching and learning for these sub-groups which are found in relatively high percentages within our school division. Improved teaching and learning has been found when year-round school calendars included targeted intersessions. These sessions are offered to ensure struggling students are given more immediate opportunities to address areas of weakness. MPCS believes that the balanced schedule will improve the pacing of the curriculum, thus improving student understanding and knowledge retention. The more frequent breaks will have a positive impact on student behavior that will result in increased student and teacher engagement. These breaks will also reduce the "summer learning loss" seen in many of the MPCS student populations. Targeted intersessions will further bolster student understanding and increased language proficiency and comprehension.

Other benefits include, but are not limited to, additional instructional days for:

- Limited English Proficient students prior to completing the writing portion of the English SOL
- all students in Advanced Placement classes prior to spring administration of AP testing
- all students prior to PSAT, SAT & ACT test administration



August 16, 2013

Also, the addition of days for data analysis and PD further increases the need to push the beginning of the school year before Labor Day. While the ultimate goal would be to achieve a full year round calendar, it was clear from our stakeholders that a phased in approach will be more readily received by the community. Part of the planning work was done to determine the most appropriate opening and closing dates for SY15-16 and beyond. For the purposes of this application, MPCS expects to move school opening ahead three weeks the first year. This would establish an opening date of August 17, 2015. The year would end June 17, 2016, which is the Friday before Father's Day and consistent with current year-end timing. Since this would become the standard operating schedule for the division, MPCS would request a waiver indefinitely.

IF THE PROGRAM IS EXPERIMENTAL, FOR THE SCHOOL OR SCHOOLS REFERENCED IN THIS APPLICATION INCLUDE INFORMATION THAT EXPLAINS WHY THERE IS REASON TO EXPECT THAT THE PROGRAM WILL BE SUCCESSFUL.

The research from the JLARC study supports the idea of decreasing the summer break and providing targeted remediation has a positive impact on the academic performance of English Language Learners, low socio-economic students, and other minority populations. These combined sub groups represent the majority of the student population in Manassas Park City Schools.

DESCRIBE THE ANTICIPATED OUTCOMES OF THE PROGRAM FOR EACH SCHOOL.

MPCS believes that we will be able to measure improvement using any or all of the following assessment results.

- Quarterly benchmark scores
- SOL scores, particularly for sub-groups
- Intersession pre- and post-assessments
- Class failure rates

MPCS believes that ancillary data will also provide positive indication about the program. That would be collected in the form of:

- Intersession and yearly attendance data- both teacher and student
- Parent surveys
- Graduation rates

SCHOOL DIVISION                      Manassas Park City Schools

TITLE OF PROGRAM/ACTIVITY                      Manassas Park City Schools Balanced Calendar

IF YOU ARE SEEKING A WAIVER OF A PROVISION OR PROVISIONS OF THE ACCREDITING STANDARDS, STATE THE PROVISION AND THE RATIONALE FOR SEEKING A WAIVER FOR EACH.

DESCRIBE THE PROCEDURES THAT WILL BE USED TO EVALUATE THE EFFECTIVENESS OF THE WAIVER/PROGRAM/ACTIVITY. (Include information that includes measurable goals, objectives, and student academic achievement that will be expected as a result of the implementation of the program/activity.)

Number of students involved in the program                      Approximate 3200, All Students in the school division

What is the anticipated length of the program or duration of the waiver?

Indefinitely

Questions should be directed to the Division of Policy and Communications at (804) 225-2092, or by e-mail to [policvdata@l1doe.virginia.gov](mailto:policvdata@l1doe.virginia.gov). This application and supporting documentation must be sent to:

Division of Policy and Communications  
Department of Education  
P. O. Box 21 20  
Richmond, VA 23218-2120

**Manassas Park City Schools  
Extended Year Planning Grant  
Report Summary  
May 13, 2015**

The School Board of Manassas Park City Schools adopted the 2015-16 academic school calendar at its March 23<sup>rd</sup> meeting. The calendar that was adopted is a product of months of research, site visits, community and government meetings, as well as many individual staff meetings held at each of our four schools. Each of these events were designed to produce a forum for stakeholders to ask questions, provide feedback and recommendations, as well as understand the thought processes for entertaining the idea of implementing an alternative calendar for Manassas Park.

With the implementation of a new calendar, MPCS presents a more balanced approach to teaching and learning which we believe will have a positive impact for these sub-groups which are found in relatively high percentages within our school division. Below is the chart included in the writing of the original grant proposal.

**Demographics**

The school division of just over 3,200 students has a race/ethnicity breakdown of:

<u>Race/Ethnicity</u>	<u>City</u>	<u>Schools</u>
White	40.3%	27%
Black	14.8%	11%
Hispanic	34.6%	49%
Asian	9.2%	7%

Three subgroups of concern included; Socio-Economically Disadvantaged, ESOL, and Special Education. The largest of these three groups, Socio Economically Disadvantaged, is approximately 60% of the student population based on Free and Reduced Meal Eligibility Applications. MPCS has 33% of its student population receiving ESOL services at Level 1 or Level 2. Twelve percent of our population is identified as Special Education.

**The Decision**

The calendar was designed by a team of educators from the four schools, transportation, and the central office. Numerous modifications were made throughout the process based on feedback from stakeholders. Eventually consensus was reached for a start date of August 17. Two intersession weeks were built into the calendar for interventions and enrichment. The first intersession week will occur immediately at the end of the first nine weeks. The second intersession (late April) will occur just prior to Advanced Placement and SOL testing. An end date of June 15<sup>th</sup> is very similar to the last day of the 2014-15 academic calendar.

### **The Goals and Objectives**

The thought process throughout the planning was to limit the length of the summer break by "chunking" the teaching and learning throughout the entire twelve months. When school ends in June, students will have a two week break before summer school begins. Many of the students that attend summer school fall within one of the three subgroups mentioned above. Summer school will operate for three weeks, and then students will have three weeks off before the new school year begins on August 17<sup>th</sup>. With the ten intersession days, instruction will occur for 186 days. Students in Manassas Park City Schools attend each day for 6 hours and 15 minutes. We feel that this calendar meets the goals and objectives.

### **The Calendar**

The 2014-15 academic school year calendar is included in the attachments.

### **Timeline**

The Balanced Calendar Timeline is provided as an attachment. As stated in the original proposal, one can see that we held true to our planned activities, although the timeline was a little later than was stated. Staff, local government, and community meetings, site visits all contributed to valuable feedback from our stakeholders.

### **The Implementation Process**

With the start date settled, we have written job descriptions for two intersession coordinators at each building and one for the division to begin the planning process for each of our intersession weeks next year. Interviews have concluded and those positions have been filled. Those staff members along with central office administrators will develop community and business relationships, build a program of studies, schedule transportation and field trip request, as well as assist in the administration of the intersession weeks. We really hope to become a model for other school divisions considering an alternative calendar.

# 2015-2016 Academic School Year Calendar - Updated April 9, 2015

July 2015						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2015						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July	
3	Independence Day
6-24	Summer School K-5 @ MPES 8AM - 12PM 6-8 @ MPMS 8AM - 12 PM Algebra I & HS Courses @ MPMS 8AM - 1PM

August	
3-11	2 FLEX TWD, Returning Staff
10-11	New Teachers
12-14	Teacher Workday/Professional Development
17	First day of school, Kindergarten Orientation
18	First day of school, Kindergarten
	5 Teacher Workday/Professional Development
	11 Instructional Days

September	
7	Labor Day-No School
	0 Teacher Workday/Professional Development
	21 Instructional Days

October	
9	End of Grading Period (39)
12-16	Interession I
19-23	Fall Break-No School
	0 Teacher Workday/Professional Development
	12 Instructional Days

November	
3	Professional Development
11	Veteran's Day-No School
25-27	Fall Break
	1 Teacher Workday/Professional Development
	16 Instructional Days

December	
21-31	Winter Break
	0 Teacher Work/Professional Days
	14 Instructional Days

January 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

January	
1	Winter Break
18	Dr. Martin Luther King Jr. Day-No School
22	End of Grading Period (49)
25-26	Teacher Workdays/Professional Development
	2 Teacher Workdays/Professional Development
	17 Instructional Days

February	
15	President's Day-No School
	0 Teacher Workday/Professional Development
	20 Instructional Days

March	
21-28	Spring Break-No School
	0 Teacher Workday/Professional Development
	17 Instructional Days

April	
8	End of Grading Period (46)
11-15	Interession II
	0 Teacher Workday/Professional Development
	16 Instructional Days

May	
30	Memorial Day-No School
	0 Teacher Workday/Professional Development
	21 Instructional Days

June	
11	Graduation
15	Last day of school/End of Grading Period (42)
	Early Dismissal K-12
16	Teacher Workday/Professional Development
	1 Teacher Workday/Professional Development
	11 Instructional Days