

Balanced Calendar Study Team Meeting	Harrah Elementary Staff Meeting	Community Meeting	Bilingual Parent Meeting	White Swan Staff Meeting	White Swan Student Meeting	Harrah Student Meeting
11 October 2021	25 October 2021	25 October 2021	4 November 2021	16 November 2021	30 November 2021	TBD
<p><b>From Discussion:</b></p> <ul style="list-style-type: none"> <li>We need to see these proposed schedules (e.g., 45-10) mapped out onto calendars</li> <li>Will there be issues with large breaks during a trimester?</li> <li>Can we consider a 30/5/30/10 calendar where remediation is scheduled during the five-day break and students can do make-up work to earn a passing grade during the ten-day break?</li> <li>We need to figure out when the cultural times are.</li> <li>We should take into consideration our Hispanic families' trips to Mexico in the winter.</li> <li>We need to consider our Hispanic families who are working in the fields.</li> <li>Should we consider a multi-track calendar to meet different families' needs?</li> <li>We need to find out if Toppenish is using trimesters.</li> <li>We need to find out if Toppenish has kids come in during the short breaks for remediation.</li> <li>We should consider a 4/3 schedule (4 days in school, 3 days off) <ul style="list-style-type: none"> <li>Less money spent on bussing and utilities?</li> <li>If we do a 4/3 and extend the school year, would we increase learning and attendance?</li> </ul> </li> <li>We need to look at how attendance is impacted by breaks and traditional activities? <ul style="list-style-type: none"> <li>What did our attendance look like after Labor Day?</li> <li>What did our attendance look like after Fishing season?</li> </ul> </li> </ul>	<p><b>From Discussion:</b></p> <ul style="list-style-type: none"> <li>The 45-10 calendar seems to be the most appealing. It has a somewhat normal summer but also breaks throughout the year.</li> <li>We need to consider how a balanced calendar will affect our trimester system. Will we need to switch from trimesters to quarters?</li> <li>We need to consider summer jobs and traditional activities.</li> <li>It would be beneficial to be on the same calendar as the school around us. (Is Toppenish using trimesters or quarters?)</li> <li>Can we look at a 60/15 calendar?</li> <li>We need to look at the impact of breaks on attendance. Can we look at the impact of 3-day weekends on attendance the following Monday?</li> <li>Can we consider a later start?</li> <li>Can we communicate better about our work with the balanced calendar?</li> </ul> <p><b>From Jamboard:</b></p> <ul style="list-style-type: none"> <li>Why were parents meeting on this first before staff had an information on this? I found out about this balanced schedule on Facebook. I can't answer parent questions when I had no idea this was happening.</li> <li>Can we coordinate with other districts? Families that have students in multiple districts would appreciate that due to having same breaks.</li> <li>There are other districts</li> </ul>	<p><b>From Discussion:</b></p> <ul style="list-style-type: none"> <li>Having a one-week break less often means students get to recharge without losing the groove of school.</li> <li>We need to prioritize local culture when deciding when breaks will be.</li> <li>There have been good reviews of balanced calendars—they provide smaller breaks and in-time remediation.</li> <li>The kids get tired without breaks; they need a moment to catch their breath,</li> <li>We should involve the Tribe's LEEH Committee in our discussions.</li> <li>We should also discuss the time school starts and consider a later start. <ul style="list-style-type: none"> <li>Some kids are on the bus at 7:00 for school at 8:00 or 8:30.</li> </ul> </li> <li>We should consider shorter days and extending the number of days we're in school.</li> <li>When making comparisons, we should make sure we're looking at schools like our own (e.g., Highland in our area—a small, rural school)</li> <li>There was excitement expressed about exploring the possibility of a balanced calendar.</li> <li>There is so much consideration given for agricultural families and migrant workers; we need to make sure the voices of the Native community are heard.</li> <li>Native students often miss school for fishing and gathering.</li> </ul>	<p><b>From Discussion:</b></p> <ul style="list-style-type: none"> <li>One parent mentioned (and another agreed) that a longer break in Winter would be beneficial <ul style="list-style-type: none"> <li>students already miss class due to illness</li> <li>students have to wait in the cold for the bus</li> <li>short days leave little/no daylight time outside of school hours</li> <li>it's the parents' hardest time of work</li> </ul> </li> </ul>	<p><b>From Discussion:</b></p> <ul style="list-style-type: none"> <li>We need to consider that many families depend on kids working over the summer.</li> <li>What will intercessions look like? Who will staff them?</li> <li>Do we know what other schools are doing?</li> <li>Can we explore different types of teacher contracts (e.g., a 2/3rds contract, teaching during the breaks and having a shorter year)</li> <li>Is our air condition going to work in the summer? Are we equipped?</li> <li>A trimester class earns a student ½ credit. If we go to semesters, will students also earn ½ credit?</li> <li>Will students be able to ride the busses in the summer heat?</li> <li>Can we consider adding days for training new teachers?</li> </ul> <p><b>Email Feedback:</b></p> <ul style="list-style-type: none"> <li>I would be interested in teaching 135 days on this calendar, taking Spring Break, Quarter 4 and Summer Vacation off. Alternatively, could work through some of the breaks, to get more spring/summer time off.</li> </ul>	<p><b>On Summer Jobs:</b></p> <ul style="list-style-type: none"> <li>Many students (estimated 80 to 100%) work during the summer and it will be complicated to get jobs if the break is shortened</li> <li>Summer jobs begin right after the get out in the summer and many continue until after school starts in the fall</li> <li>An eight-week break (two months) is the minimum we need</li> </ul> <p><b>On Vacation Travel:</b></p> <ul style="list-style-type: none"> <li>Lots of families travel to Mexico during the summer break</li> <li>One student would like a month off in the winter because the family travels to Hawaii</li> <li>Others say the majority of their family's travel happens in the summer</li> </ul> <p><b>On Difficulties Adjusting:</b></p> <ul style="list-style-type: none"> <li>Students are used to the current calendar and it will be complicated to switch</li> <li>It's hard for students to get back into the swing of things after breaks</li> <li>Even after short breaks (one week), many are already on their own scheduled (½ say they're okay after a week-long break; ½ say it's hard to adjust)</li> <li>It's easier to come back after a three-day weekend than after a week-long break</li> </ul>	

<ul style="list-style-type: none"> <li>• We should look at our enrollment numbers by date and consider different start dates (perhaps in October?).</li> <li>• There may be a grant that allows us to add 20 days to the school year.</li> <li>• We need to consider that most of our teachers come from out of the area.</li> <li>• We need to consider food services during the long break.</li> <li>• Many kids come to school because they feel safe here. Will a year-round calendar increase the sense of safety among our students?</li> <li>• We should consider the term, "Culturally Balanced Calendar."</li> <li>• We should collaborate with Wapato and Toppenish to make sure we're on the same page.</li> <li>• We need to collaborate with our community partners to make sure services are available during breaks (e.g., the Boys and Girls Club on the MAMS campus).</li> <li>• We must consider teachers' opinions and needs.</li> <li>• We must also gather student input. <ul style="list-style-type: none"> <li>• Work with Jodi and Cesar to get mixed groups of students, including those experiencing chronic absenteeism.</li> </ul> </li> <li>• Need to find out the dates of the statewide conference.</li> <li>• Can we cohort teachers with students?</li> </ul> <p><b>From Jamboard:</b></p> <ul style="list-style-type: none"> <li>• What does the research really say about student achievement and a balanced calendar? Does Hattie say anything on this?</li> <li>• I like the idea of seeing it paced out on a calendar.</li> <li>• What would an admin's schedule look like vs. a teacher schedule?</li> </ul>	<p>doing this - can we have a dialogue with them?</p> <ul style="list-style-type: none"> <li>• How would this affect the length of our workday?</li> <li>• How are we getting feedback from parents?</li> <li>• What does SBAC look like for this?</li> <li>• Who is on the study team? Are you allowing teachers on this?</li> <li>• For athletics - the concern is academics lining up with the events and be eligible.</li> <li>• How does this look for sports?</li> </ul>	<ul style="list-style-type: none"> <li>• We need to adjust the schedule to be inclusive of the community.</li> <li>• We need to consider our district's attendance rates and schedule breaks for when kids are most absent.</li> <li>• We need to look at the impact of balanced calendars on teacher turnover. Does it attract or deter teachers?</li> <li>• We need to look at the impact of balanced calendars on graduation rates.</li> <li>• We need to make sure we're supporting special education students who are in mainstream classrooms (e.g., math). When they don't experience success in the mainstream classrooms, they often are absent or act out.</li> <li>• We need to do more to help students succeed who are from homes affected by substance use/abuse and other forms of trauma. (When the HUD homes were tested, 60% of 80 homes tested positive for substances.)</li> <li>• We need to get feedback from parents who have done a balanced calendar.</li> <li>• We should survey teachers before we survey parents. The teachers' opinions are necessary for the community to form an opinion.</li> <li>• More frequent breaks are beneficial for students with ADHD, depression, and anxiety.</li> <li>• Sports can be a sticky issue with balanced calendars. We need to include coaches and the parents of athletes in the discussion.</li> <li>• We need to consider how many of our parents live out of district and how a balanced calendar would affect them.</li> <li>• If it helps ADD students to get</li> </ul>			<p><b>On Sports and Transportation:</b></p> <ul style="list-style-type: none"> <li>• When there's practice during breaks, kids have to get their own transportation (there's no activities bus), which can be hard for some students and will be even harder if there are more breaks</li> <li>• Many parents work in the summer, so it will be harder for students to get rides</li> <li>• Question: What would happen to sports?</li> </ul> <p><b>On Alignment:</b></p> <ul style="list-style-type: none"> <li>• Students would like breaks to align with the end of trimesters</li> <li>• Suggestion: Break at the end of second trimester, three weeks of school, then Spring Break</li> </ul> <p><b>On Adjusted Days:</b></p> <ul style="list-style-type: none"> <li>• If we started later in the day, it would be difficult for students who are dropped off to get transportation</li> <li>• Might be okay to switch elementary and middle/high school (middle/high school starting later; elementary starting earlier)</li> </ul> <p><b>Some Positives:</b></p> <ul style="list-style-type: none"> <li>• Students won't lose as much learning during the summer</li> <li>• Breaks help those students who are suffering from depression and anxiety (they can "catch their breath" during a break)</li> <li>• Breaks give teachers time to get caught up, too</li> </ul> <p><b>Suggested Schedules:</b></p>	
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<ul style="list-style-type: none"> <li>• What would the transition from a traditional calendar to a balanced calendar look like?</li> <li>• How would we communicate with to families/communities?</li> <li>• I would like to see how we could offer tracks all year long but the students would only come 180 days - If we had cohorts of students and cohorts of teachers. (teachers would sill only work 180 days)</li> <li>• I think we need to look at attendance data. Identify the patterns and build our calendar around when we have the most students here.</li> <li>• How will our families view the balanced calendar concept? I like the idea of getting student feedback as well.</li> <li>• I like the idea of looking at the cultural calendar before moving forward</li> <li>• I would like to see dates on the calendar</li> <li>• How does this really affect sports? Is it doable?</li> <li>• I'd like to know how Toppenish's students were today after their week-long break. How did the break impact students academically, socially, and behaviorally?</li> <li>• I'd like to know the traditional dates for hunting and gathering. Do they overlap with the breaks on any of the calendars?</li> <li>• Can we see the calendars mapped out with dates?</li> <li>• I'd like to see data on our own students' test scores between spring and fall. How big is our "learning loss"?</li> </ul>		<p>more breaks throughout the day, it makes sense that more breaks throughout the year would help them too.</p> <ul style="list-style-type: none"> <li>• There are no downsides to a balanced calendar.</li> </ul> <p><b>From Jamboard:</b></p> <ul style="list-style-type: none"> <li>• Will the community have an actual final say on this change or can the school just make the decision?</li> <li>• Is this something the administration is wanting? Or are we really just exploring?</li> </ul>			<ul style="list-style-type: none"> <li>• Shorten summer from ten to eight weeks and add an additional week break in the fall and a second additional week break in the spring (all like)</li> <li>• Two students like the 45-10 schedule if we move to semesters (they acknowledged, however, that a semester schedule would make it harder for some students to make up credits)</li> </ul>	
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