



Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

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June 25, 2014

The Honorable Martin O'Malley  
Governor of Maryland  
State House  
100 State Circle  
Annapolis, Maryland 21401

The Honorable Thomas V. Mike Miller, Jr.  
President of the Senate  
H-107 State House  
100 State Circle  
Annapolis, Maryland 21401

The Honorable Michael E. Busch  
Speaker of the House  
H-101 State House  
100 State Circle  
Annapolis, Maryland 21401

Dear Governor O'Malley, President Miller and Speaker Busch:

On behalf of the **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**, I respectfully submit the final report. This report completes a year-long effort by the Task Force to fulfill its charge to study the impact of moving the start date of the public school year in the State to after Labor Day addressing the following charges:

- The education system, including the academic calendar, planning, administration, and facilities use;
- The economy; and
- Summer tourism.

The Task Force consisted of nineteen members including the Chair. The broad nature of the Task Force's charge and the challenge of doing a comprehensive job required an enormous amount of work and effort by the Task Force's members and staff.

The members of the Task Force were divided into three groups of six members. Each group was assigned one of the charges listed above. They were asked to use data provided at each of the meetings and also to independently collect data to formulate preliminary recommendations to be presented to the Task Force as it related to their assigned topic.

During the course of the eight meetings held over the last ten months, the members had the benefit of hearing from thirteen speakers, and had the opportunity to listen to presentations and to ask questions. Further, Task Force members were provided with more than eighty charts, graphs, news articles and reports.

The Task Force received and considered a report in favor of a post Labor Day start entitled: "Economic Impact of a Post-Labor Day State Date for Maryland Public Schools" prepared by the Bureau of Revenue Estimates, dated August 24, 2013. The data in the report highlighted the benefits to Maryland's economy and families if schools were to begin after Labor Day. It reports that 8.5% of the 514,680 families with school age children would take either a new out-of-state trip or overnight trip in Maryland; another 5.2% would take a new out-of-state trip; and the remaining families would devote at least one additional day to family recreational activities if Maryland Public Schools started after Labor Day. More importantly, it reports that Maryland would actualize \$74.3 million in direct economic activity as a result of the increased tourism. Support for a post-Labor Day start date was also received from Visit Baltimore and the Maryland Hotel and Lodging Association.

Task Force members were also provided with letters received from the local school superintendents; local boards of education; the Maryland Association of Boards of Education (MABE); and the Public School Superintendents' Association of Maryland (PSSAM), each voicing their opposition to mandating a public school start date after Labor Day. Many factors were presented, including, but not limited to, community preferences and traditions; local calendar flexibility; negotiated staff contract issues; socio-economic issues; facility issues; and the fact that under present law, local superintendents and local boards of education currently have the authority to select the start date that best fits community need and preference.

Each workgroup had the opportunity to make sub-recommendations within their respective workgroups. Sub-recommendations considered by the education workgroup include that school systems should move toward ensuring that 75% of their facilities have air-conditioning. School systems with less than 75% of their buildings with air-conditioning may apply for an exemption from the post-Labor Day start date. Another sub-recommendation was to repeal the law mandating Easter Monday as a school holiday. The education work group also recommended that school systems use alternate methods to provide professional development for teachers, therefore reducing the number of scheduled professional days in the calendar.

The economy workgroup considered issues such as electrical usage; the economies of families; employment opportunities for both teachers and students; the impact of the start date on tourism and other large scale industries; the start dates of Colleges and Universities; and feedback from local school superintendents. A sub-recommendation was made to consider starting school no earlier than September 1<sup>st</sup> of each year.



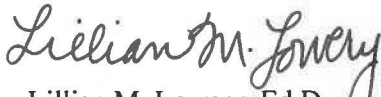
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June 25, 2014  
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The summer tourism workgroup considered issues such as occupancy rates for hotels in the State, and looked at the tourist destinations and attractions in the State of Maryland. As sub-recommendations, this work group recommends a post-Labor Day start date; recommends that local calendar committees review their structure of holidays for a balance point; and recommends that the Maryland Public Secondary Schools Athletic Association (MPSSAA) review its policies regarding athletic starting dates.

At the May 19, 2014 meeting, the Task Force considered the sub-recommendations of the workgroups; however, the Task Force accepted and passed only one recommendation. A motion was made to recommend to the Governor a post-Labor Day start date for Maryland Public Schools. This motion was carried by a vote of 12 votes for the recommendation and 3 votes against the recommendation.

Thank you for this opportunity to serve the citizens of the State of Maryland in this important work. Again, I would like to express my appreciation to the members of the Task Force and to the Maryland State Department of Education staff for their participation and hard work.

Sincerely,

A handwritten signature in cursive script that reads "Lillian M. Lowery". The signature is written in dark ink and is positioned above the printed name and title.

Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

LML/BC

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Final Report**



**Annapolis, Maryland  
June 2014**

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## **Final Report**

**Annapolis, Maryland  
June 2014**

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# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **2013 Membership Roster**

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William Cappe, Maryland State Department of Education, **Chairman**

Senator John C. Astle  
Ms. Colleen Benda  
Mr. Paul C. Edwards  
Mr. Benjamin S. Feshbach  
Ms. Monica Goldson  
Ms. Madeline Hanington  
Mr. G. Hale Harrison  
Mr. Michael E. Haynie, Sr.  
Delegate Anne Healey  
Ms. Julie L. Marker  
Senator James N. Mathias  
Mr. William C. Meagher, III  
Mr. Howard M. Mosner  
Delegate LeRoy E. Myers, Jr.  
Ms. Marla Posey-Moss  
Ms. Shandria M. Proctor  
Ms. Mary Jo Richmond  
Mr. Greg Shockley

### **Maryland State Department of Education Staff**

Dr. Kristine Angelis  
Ms. Sarah Spross

## Task Force Charge and Process

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### **Charge:**

The Task Force shall study the impact of moving the start date of the public school year in the State to after Labor Day on the following areas:

- (1) The education system, including the academic calendar, planning, administration, and facilities use;
- (2) The economy; and
- (3) Summer tourism.

On or before June 30, 2014, the Task Force shall report its findings and recommendations to the Governor and, in accordance with §2-1246 of the State Government Article, the General Assembly. (Appendix I)

### **Process:**

To effectively and efficiently manage its charge, at the first meeting, members were divided into three workgroups, each responsible for focusing on one aspect of the Task Force charge. Each group was responsible for using the data provided to all Task Force members and to independently collect additional data to formulate sub-recommendations to be presented to the full Task Force as related to their assigned topic. The Task Force workgroup assignments are found on page 6.

Initial meetings were rich with materials and presentations by speakers suggested by Task Force members and the Task Force chair to facilitate their work. Materials included numerous newspaper articles, studies from a number of other states that have either implemented or considered a post-Labor Day start date; calendar data from the Maryland State Department of Education, state laws and regulations pertaining to school years; and speakers from a wide variety of stakeholder groups. Task Force members were given the opportunity to request additional speakers or information from the Task Force chair and staff.

Beginning in January, the workgroups were given time to discuss their topic and how to use the information provided and to identify additional information needed to make clear and concise sub-recommendations concerning the impact of moving the start date of public schools to a post-Labor Day start date.

In April and May, the workgroups presented their sub-recommendations to the full Task Force and the Task Force adopted its final recommendation.

## Task Force Workgroup Assignments

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**Workgroup 1: Study the impact of moving the start date of the public school year in the State to after Labor Day on the education system, including the academic calendar, planning, administration, and facilities use.**

Ms. Monica Goldson	Local School System	Prince George's County
Mr. Michael E. Haynie, Sr.	Business	Baltimore City
Ms. Mary Jo Richmond	MSEA	Frederick County
Mr. Benjamin S. Feshbach	Student	Montgomery County
Ms. Marla Posey-Moss	Elementary School Parent	Harford County
Senator John C. Astle	Elected Official	Anne Arundel County

**Workgroup 2: Study the impact of moving the start date of the public school year in the State to after Labor Day on the economy.**

Ms. Colleen Benda	Local School System: Teacher	Anne Arundel County
Ms. Madeline Hanington	Local School System: Teacher	Montgomery County
Mr. Howard M. Mosner	Business	Carroll County
Mr. William C. Meagher, III	Business	Garrett County
Ms. Julie L. Marker	Middle School Parent	Frederick County
Delegate Anne Healey	Elected Official	Prince George's County

**Workgroup 3: Study the impact of moving the start date of the public school year in the State to after Labor Day on summer tourism.**

Mr. Paul C. Edwards	Local School System	Garrett County
Mr. G. Hale Harrison	Business	Worcester County
Mr. Greg Shockley	MD Tourism Development Board	Worcester County
Ms. Shandria M. Proctor	High School Parent	Baltimore County
Senator James N. Mathias	Elected Official	Somerset, Worcester, & Wicomico Counties
Delegate LeRoy E. Myers, Jr.	Elected Official	Washington & Allegany Counties



## Summary of Meetings

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### ***September 17, 2014***

This was the first meeting of the Task Force with 16 members present. William Cappe, chair and Sarah Spross, Task Force staff opened the meeting with introductions and expectations. The Task Force was also greeted by Senator James Mathias and Senator John Astle. Senator Mathias introduced Senate Bill 963, the legislation passed by the General Assembly, which created the Task Force.

Mr. Cappe advised the Task Force members that the Task Force is considered to be a public body and, under the Open Meetings Act, the work conducted must be done in the open and must be transparent to the public. He counseled members to expect observers at the meetings and advised the group that there will be time for public comment at some meetings.

Mr. Cappe introduced the charge: The Task Force shall study the impact of moving the start date of the public school year in the State to after Labor Day on the following areas: the education system including the academic calendar, planning, administration and facilities use; the economy; and summer tourism. The members of the Task Force were divided into three groups of six members, each group responsible for one prong of the Task Force charge. The groups were advised that each would be responsible for completing their portion of the report which is due to the Governor, the President of the Senate and the Speaker of the House of Delegates on or before June 30, 2014. (Appendix II)

### **Materials of Interest**

At this meeting, the Task Force members were given 25 documents including Senate Bill 936, the Annotated Code of Maryland, Education Article Section 7-103, COMAR 13A.02.01.04 Length of School Year, COMAR 13A.03.02.12 General Provisions, the 2013-2014 Public School Openings and Closing Dates, a chart of the public school start and end dates for the last ten years, school system closures during the 2009-2010 school year, the Maryland Public Schools' Air Conditioning Study, the Comptroller's Study of the Economic Impact of a Post Labor Day Start Date for Maryland Public Schools, Bureau of Revenue Estimates, August 14, 2013, and 15 various newspaper articles on the topic of a Post-Labor Day start date. (Appendix III)

### ***November 12, 2013***

This was the second meeting of the Task Force with 17 members present. Eight speakers were invited to present information and to respond to questions at this meeting.

**Ms. Teresa Tudor, Senior Manager, Office of Schools and Family Partnerships, Anne Arundel County Public Schools**, presented the process used to develop school calendars explaining that there is a school calendar committee established by school board policy, representing local stakeholders. Members on the committee consist of community members, business leaders, parents, teachers, the Special Education Advisory Board and students. They generally prepare

calendars for two years in advance which they take to the local board for approval. The school system has 4 separate unions representing their employees and these unions have a strong voice when it comes to school calendars. She also stated that most of the parents indicate they do not want school to be in session in late June.

**Mr. Edward Sparks, Executive Director, Maryland Public Secondary Schools Athletic Association**, summarized the COMAR Regulations on Interscholastic Athletics in the State and highlighted the changes affecting fall sports. He stated that athletics are one of the most visible aspects of schools and athletics make a significant impact on schools both in student participation and revenues generated. He stated it is difficult to change the sports calendar without experiencing consequences. For example, if contracts with the coaches are moved forwarded three days, it is estimated that that it will cost an additional \$450,000 in per diem costs over and above the negotiated contracts.

**Mr. Ray Leone, President, Maryland Parent Teacher Association (PTA)**, indicated that when parents are asked about school start dates, there is a myriad of different responses; however, it probably is a 60/40 split in favor of starting school before Labor Day. Parents are looking for consistency in their district.

**Mr. David Reel, President and CEO, Maryland Hotel and Lodging Association**, stated that his organization supports the post-Labor Day start date as long as it is not at the expense of education. He stated that Virginia starts school after Labor Day and their English/language arts and mathematics test scores are higher than those districts that begin before Labor Day.

**Mr. Thomas Noonan, CEO, Visit Maryland**, stated that a 3 month tourist season is stronger than a 2 ½ month season and a post-Labor Day start date is good for revenue, tourism and jobs. He cites surveys from Texas (December 2000), South Carolina (August 2002), Florida (January 2003), Tennessee (January 2008) and a study “Do Families Vacation More in the Summer When School Starts After Labor Day?” (July 23, 2012).

**Mr. John Woolums, Director of Governmental Relations, Maryland Association of Boards of Education**, stated that his organization is responsive to local boards of education. He states it is important to remember that if schools begin later, the calendar will be extended at the end of the year.

**Dr. Bernard Sadusky, Executive Director, Maryland Association of Community Colleges**, stated that each school district has a different set of values, and what is right for one may not be right for another. He questioned whether the State should be in the business of dictating calendar policy to local school districts. Local school systems have been able to use a flexible school calendar when negotiating employment issues such as pay increases or other issues affecting employees. High school students wishing to participate in courses at community colleges could be adversely affected by a later start date as courses begin earlier at these insititutions.

**Dr. Carl Roberts, Executive Director, Public School Superintendents' Association of Maryland (PSSAM)**, stated that all 24 school systems are opposed to any legislation to remove local decision making regarding the school calendar from the local boards of education. A letter dated November 6, 2013 from Dr. Michael Martirano, President of PSSAM, was given to the Task Force members. He stated that it is important to look at year-round learning and it is important to study the school calendar and the school day structure to meet the needs of students. (Appendix IV)

### **Materials of Interest**

At this meeting, Task Force members were given Student Testing Calendars for 2013-2014, 2014-2015 and 2015-2016, three additional newspaper articles, and 2 letters for consideration. (Appendix V)

### ***January 7, 2014***

This was the third meeting of the Task Force with 13 members present. Three speakers were invited to present information and to respond to questions at this meeting. This meeting also had time allocated for public comment.

**Dr. Lillian M. Lowery, State Superintendent of Schools** stated that 83% of students statewide are ranked as proficient with Maryland having an 85% graduation rate. She related that Education Article 4-101 states that educational matters affecting the local school systems are to be under the control of the local boards of education. Further, students are required to attend school a minimum of 180 days within a 10 month period and a minimum of either 1,080 hours (elementary) or 1,170 hours (high school). Local boards and school systems have total responsibility for determining their school calendars which support the needs and preferences of their local community. Dr. Lowery stated that she is in favor of local school systems having the flexibility of local control in determining their school calendars.

**Dr. Michael Martirano, Superintendent, St. Mary's County Public Schools, and President, Public School Superintendents' Association of Maryland (PSSAM)**, stated that he sees a need to increase the economic engine of the State but is concerned with the academic needs and achievement of students. He questioned whether this is the vehicle to better serve student achievement. He discussed the plight of disadvantaged students and suggests that changing the start date will not address the gap in education experienced by these students, it just shifts the gap. By pushing the start back to after Labor Day, schools may end up adding days on to the calendar if we experience severe weather, moving the end of school into late June. Further, he stressed that all 24 local school superintendents are opposed to a post-Labor Day start date.

**Mr. Franklin Chaney, Chief of Recreational Services, Anne Arundel County Department of Recreation and Parks**, described how Recreation and Parks works with the Anne Arundel County Board of Education to utilize each other's facilities and provided the Task Force members with the Department's Joint Use Agreement and Guidelines and Reference Manual.

His Department provides services to more than 3,000 children in their programs including summer camps, before and after school care and sports programs. If the post-Labor Day start date is implemented, he believes there may be a shortage of college students employed in camp programs because they will be returning to college.

This meeting had one hour allocated to public comment during which no one participated. During this meeting, Task Force members requested that Union officials be invited to attend the next meeting. Also during this meeting, the format for the final report to the Governor was discussed. Each group would be given a section to report on as part of the final recommendation(s) to the Governor.

There was discussion on the need to expedite the Task Force process in order to submit the report before the legislative session ended. It was concluded that all members should be present in order to move this recommendation forward. It was decided at this meeting that it would be beneficial to have a workgroup meeting prior to the scheduled February meeting. (Appendix VI)

#### **Materials of Interest**

At this meeting, Task Force members were given the letter from PSSAM, five newspaper articles and a copy of the reports referred by Mr. Noonan at the November 12, 2013 meeting. (Appendix VII)

#### ***January 27, 2014***

A workgroup meeting was held with 12 members present. This meeting afforded the opportunity to the members to work in their small groups in order to begin formulating their recommendations.

#### ***February 5, 2014***

This was the fourth meeting of the Task Force with 11 members present. Two speakers were invited to present information and to respond to questions at this meeting.

**Mr. Ryan Burbey, President, Harford County Education Association**, stated the 180 day school year requirement is a floor and not a ceiling. This year teachers are in the midst of educational reform and the calendar becomes more critical. Teachers use the available days and available blocks of time between tests to prepare students. Mr. Burbey suggested a “pilot program” for a post-Labor Day start date using a few key counties to determine if there are any economic benefits.

**Mr. Randy Mickens, Organizational Specialist, Lobbyist, Maryland State Education Association**, stated that K-12 public education has a significant impact on local and regional economies. On the Eastern Shore, education is an economic driver and changes to the school calendar will affect local economies.

**Ms. Joy Schaefer, President, Frederick County Board of Education**, was to present information at this meeting but due to weather conditions and school obligations, she could not be present. Her letter opposed to the post-Labor Day start date was read into the record.

The groups provided an update of their reports. **Group 1 (Education)** reported that all members are not in agreement. They report that 89% of the schools across the state have air-conditioning and they may want to recommend giving a jurisdiction an “opt out”. **Group 2 (Economy)** struggled with the concept of economy and tourism. They are looking at other states, as well as Maryland, in relation to sales tax and income tax. They want to consider tourism issues across the state to include county fairs, state parks, battlefields, summer jobs and the horse industry, to name a few. They will reach out to the Comptroller’s Office for more information. **Group 3 (Summer Tourism)** will use the Comptroller’s report and reach out to Six Flags, the Orioles and the Aquarium for information. They will also look at gaming when statistics are more available. They would like to find the 10 top attractions in Maryland.

A motion was made at this meeting for the Task Force to recommend a start date no earlier than August 25, and a school end date no later than June 10. This is a compromise that allows for flexibility, but concerns were raised about the end dates while maintaining the 180 day school year requirement. After discussion, the sponsor withdrew the motion. (Appendix VIII)

#### **Materials of Interest**

At the time of this meeting, 14 letters from local superintendents and boards of education had been received; all opposing the post-Labor Day start date. The letters were not read, but copies were given to each of the Task Force members. Additionally, documents including newspaper articles, school calendar updates regarding missed days due to inclement weather, research on state laws and school start dates across the country, current updates on the reports from Texas, Virginia, Wisconsin and Minnesota, which were submitted at the last meeting, and Maryland hotel occupancy rates for 2012 were provided to Task Force members. (Appendix IX)

#### ***March 24, 2014***

This was the fifth meeting of the Task Force with 15 members present. The date for this meeting was changed from Wednesday, March 5, 2014 to Monday, March 24, 2014 to accommodate schedules of several Task Force members.

This meeting provided members of the workgroups the opportunity to meet and discuss their recommendations and to provide their findings to the entire Task Force. It was suggested that the workgroups collect the information to formulate their recommendations, including all supporting documents, and provide this to the Chair electronically by April 7, 2014 to be considered for the final report.

Workgroup 1-Education recommended, in part, that school systems should move forward to ensure that 75% of the school facilities have air conditioning. Those with less than 75% would be exempt until 2017. The group recommended amending the Annotated Code of Maryland, Education Article 7-103 to withdraw the Monday after Easter as a holiday. They also requested that school systems shall allow unions to negotiate how and when teachers can receive professional development to contribute to their professionalism. Workgroup 2- Economy discussed the development of an outline in which to present their final submission. They discussed gathering statewide data and constructing a map of the state listing, among other venues, state parks, battlefields, gaming, etc. Workgroup 3-Tourism discussed compiling data for their final report and using information from the Comptroller's report, from the studies provided and information from local attractions. (Appendix X)

### **Materials of Interest**

Five articles of interest were provided as well as additional letters received by the Chair of the Task Force from various Superintendents and local board members opposed to a post-Labor Day start date. (Appendix XI)

### ***April 23, 2014***

This was the sixth meeting of the Task Force with 12 members present. It was the intent to have a draft report available for discussion at this meeting; however, no information was provided by the work groups for the report to be started. The Task Force members were asked to submit their completed reports by April 25, 2014 so that a comprehensive report could be discussed. It was stated that such a report is a draft, and is confidential. (Appendix XII)

### **Materials of Interest**

Six charts providing historical information regarding school system closures due to inclement weather from 2008-2012 were provided to the Task Force members. Additionally, one newspaper article discussing a poll taken for a post-Labor Day start date was provided. (Appendix XIII)

### ***May 19, 2014***

This was the final meeting of the Task Force with 15 members present. Time was allocated on the agenda for the workgroups to meet and to report out their recommendation(s) to the entire group. All three workgroups reported out and the discussions are reflected in the May 19, 2014 minutes. Each group was advised that the Task Force staff would like to finalize the report and asked that the work groups provide their written comments and requested changes before the meeting adjourned.

It was discussed whether there would be a single recommendation from the Task Force or whether each workgroup would make recommendations for their charge. This question has been asked before, and again, the chair stated that this decision would be up to the members.

A motion was made and seconded that the Task Force recommend to the Governor, a post-Labor Day start date for Maryland public schools. A call was made for discussion. There was no discussion. A call for the vote on the motion was made. Senator Astle, Ms. Benda, Ms. Hanington, Mr. Harrison, Mr. Haynie, Delegate Healey, Senator Mathias, Mr. Meagher, Delegate Myers, Ms. Posey-Moss, Ms. Proctor and Mr. Shockley voted in favor of the motion. Ms. Marker, Ms. Richmond and Mr. Cappe voted against the motion. The motion carried with 12 votes for and 3 votes against. Ms. Posey-Moss asked to reconsider her vote to change it to a no. No further action was taken by members of the Task Force on her request and no motion was made to permit Ms. Posey-Moss to change her vote.

A motion was made and seconded to appoint one member from each workgroup to assist with information for the cover letter. A call was made for a vote on this motion. Senator Astle, Ms. Hanington, Mr. Harrison, Mr. Haynie, Ms. Marker, Senator Mathias, Delegate Myers, Ms. Proctor, Ms. Richmond and Mr. Shockley voted in favor of the motion. Ms. Benda and Ms. Posey-Moss voted against the motion. Delegate Healey and Mr. Meagher abstained. The vote carried with 10 votes for, 2 against, and 2 abstentions. The individuals named to assist were Mr. Meagher, Mr. Shockley and Mr. Haynie.

A third motion was made and seconded to recommend that Easter Monday be rescinded from holidays mandated for local school systems. There was discussion about the far reaching nature of this motion and whether it was part of the charge before the Task Force. After further discussion, the motion was withdrawn.

The Chair thanked the members of the Task Force for their participation, and also thanked Ms. Sarah Spross and Dr. Kris Angelis for their valuable assistance throughout the process.  
(Appendix XIV)



## Meeting Attendance

Name	9/17/13	11/12/13	1/7/14	2/5/14	3/24/14	4/23/13	5/19/14
Senator John Astle, Dist. 30 Anne Arundel County	X	Abs	Abs	Abs	Abs	Abs	X
Colleen Benda, Teacher Anne Arundel County Schools	X	X	X	X	X	Abs	X
Paul C. Edwards Garrett County Public Schools	X	X	X	X	X	X	Abs
Benjamin S. Feshback, Student Montgomery County Public Schools	X	Abs	Abs	Abs	X	Abs	Abs
Monica Goldson Prince George's County Public Schools	X	X	X	Abs	X	X	Abs
Madeline Hanington, Teacher Montgomery County Public Schools	X	X	Abs	Abs	X	X	X
G. Hale Harrison, Business Worcester County	X	X	Abs	X	Abs	Abs	X
Michael E. Haynie, Sr., Business Baltimore City	X	X	X	X	X	X	X
Delegate Anne Healey, Dist. 22 Prince George's County	Abs	X	X	X	Abs	X	X
Julie L. Marker, Parent (Middle School Parent) Frederick County	X	X	Abs	X	X	X	X
Senator James N. Mathias, Dist. 38 Somerset, Worcester, Wicomico	X	X	X	Abs	X	X	X
William C. Meagher, III, Business Garrett County	X	X	X	X	X	X	X
Howard M. Mosner, Business Carroll County	X	X	X	Abs	X	Abs	Abs
Delegate LeRoy E. Myers, Jr., Dist. 1C, Allegany, Washington Cty.	Abs	X	Abs	Abs	Abs	Abs	X
Marla Posey-Moss, Parent (Elem. School Parent) Harford County	X	X	X	Abs	X	X	X
Shandria M. Proctor, Parent (High School) Baltimore County	X	X	X	X	X	X	X
Mary Jo Richmond, MSEA Frederick County	X	X	X	X	X	X	X
Greg Shockley, MD Tourism Development Board, Worcester County	Abs	X	X	X	X	Abs	X
William Cappe, Chairman, MSDE	X	X	X	X	X	X	X
Sarah Spross, Co-Chair, MSDE	X	X	X	X	X	X	Abs

## History of Maryland School Start Dates

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This data was compiled from calendar records maintained by the Maryland State Department of Education and from information provided to the Task Force members

For the 2000-2001 school year, Labor Day was September 4, 2000. Baltimore City, Baltimore County, Harford County, Montgomery County, and Worcester County began school on September 5, 2000. Wicomico County began school on September 6, 2000. One system began school on August 24, 2000; fifteen systems began school on August 28, 2000; and two systems began school on August 29, 2000.

For the 2001-2002 school year, Labor Day was September 3, 2001. Baltimore City, Baltimore County, Harford County, Montgomery County, Wicomico County and Worcester County began school on September 4, 2001. Sixteen systems began school on August 27, 2001; one system began school on August 28, 2001; and one system began school on August 30, 2001.

For the 2002-2003 school year, Labor Day was September 2, 2002. Baltimore City, Wicomico County and Worcester County began school on September 3, 2002. Seventeen systems began school on August 26, 2002; three systems began school on August 27, 2002; and one system began school on August 28, 2002.

For the 2003-2004 school year, Labor Day was September 1, 2003. Baltimore City, Somerset County, Wicomico County and Worcester County began school on September 2, 2003. One system began school on August 20, 2003; fourteen systems began school on August 25, 2003; four systems began school on August 26, 2003; and one system began school on August 28, 2003.

For the 2004-2005 school year, Labor Day was September 6, 2004. Baltimore City, Somerset County, Wicomico County and Worcester County began school on September 7, 2004. Three systems began school on August 23, 2004; one system began school on August 24, 2004; two systems began school on August 25, 2004; four systems began school on August 26, 2004; and ten systems began school on August 30, 2004.

For the 2005-2006 school year, Labor Day was September 5, 2005. Somerset County and Worcester County began school on September 6, 2005. One system began school on August 22, 2005; two systems began school on August 23, 2005; two systems began school on August 24, 2005; four systems began school on August 25, 2005; ten systems began school on August 29, 2005; and three systems began school on August 30, 2005.

For the 2006-2007 school year, Labor Day was September 4, 2006. Somerset County and Worcester County began school on September 5, 2006. One system began school on August

21, 2006; two systems began school on August 22, 2006; two systems began school on August 23, 2006; one system began school on August 24, 2006; fourteen systems began school on August 28, 2006; and two systems began school on August 29, 2006.

For the 2007-2008 school year, Labor Day was September 3, 2007. Worcester County began school on September 4, 2007. One system began school on August 20, 2007; two systems began school on August 22, 2007; fifteen systems began school on August 27, 2007; four systems began school on August 28, 2007; and one system began school on August 29, 2007.

For the 2008-2009 school year, Labor Day was September 1, 2008. Worcester County began school on September 2, 2008. Three systems began school on August 20, 2008; seventeen systems began school on August 25, 2008; and three systems began school on August 26, 2008.

For the 2009-2010 school year, Labor Day was September 7, 2009. No school systems began school after Labor Day. One system began school on August 19, 2009; eight systems began school on August 24, 2009; four systems began school on August 25, 2009; two systems began school on August 26, 2009; one system began school on August 27, 2009; seven systems began school on August 31, 2009; and one system began school on September 1, 2009.

For the 2010-2011 school year, Labor Day was September 6, 2010. No systems began school after Labor Day. One system began school on August 18, 2010; five systems began school on August 23, 2010; four systems began school on August 24, 2010; four systems began school on August 25, 2010; nine systems began school on August 30, 2010; and one system began school on August 31, 2010.

For the 2011-2012 school year, Labor Day was September 5, 2011. No systems began after Labor Day. Three systems began school on August 22, 2011; two systems began school on August 23, 2011; seven systems began school on August 24, 2011; eleven systems began school on August 29, 2011; and one system began school on August 30, 2011.

For the 2012-2013 school year, Labor Day was September 3, 2012. No systems began school after Labor Day. One system began school on August 20, 2012; three systems began school on August 21, 2012; three systems began school on August 22, 2012; and seventeen systems began school on August 27, 2012.

For the 2013-2014 school year, Labor Day was September 2, 2013. No systems began school after Labor Day. Two systems began school on August 19, 2013; one system began school on August 20, 2013; two systems began school on August 21, 2013; one system began school on August 22, 2013; seventeen systems began school on August 26, 2013; and one system began school on August 27, 2013.

# **Impact of Moving the Start Date of the Public School Year in the State to After Labor Day on the Education System**

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## **Introduction**

The education system workgroup was responsible for studying the impact of a post-Labor Day start date on the education system including: the academic calendar, planning, administration, and facilities use. Based on a thorough review of the information provided by Task Force staff and additional materials supplied by the workgroup; the workgroup made three sub-recommendations.

## **Statewide Data**

### **Data Provided by Education System Workgroup**

- Education System workgroup report (Appendix XV)

### **Laws and Regulations**

- Annotated Code of Maryland, Education Article §7-103 (Appendix III)
- COMAR 13A.02.01.04 Length of School Year (Appendix III)
- COMAR 13A.03.02.12 General Provisions (Appendix III)
- COMAR 13A.06.03 Interscholastic Athletics in the State (Appendix V)

### **Speakers**

- Ms. Teresa Tudor, Senior Manager, Office of School and Family Partnerships, Anne Arundel County Public Schools (Appendix IV)
- Mr. Edward F. Sparks, Executive Director, Maryland Secondary Schools Athletic Association (Appendix IV)
- Mr. Ray Leone, President, Maryland Parent Teacher Associations (PTAs) (Appendix IV)
- Mr. David Reel, President and CEO, Maryland Hotel and Lodging Association (Appendix IV)
- Mr. Thomas Noonan, CEO, Visit Baltimore (Appendix IV)
- Mr. John Woolums, Director of Governmental Relations, Maryland Association of Boards of Education (Appendix IV)
- Dr. Bernard Sadusky, Executive Director, Maryland Association of Community Colleges (Appendix IV)
- Dr. Carl Roberts, Executive Director, Public School Superintendents' Association of Maryland (Appendix IV)
- Dr. Lillian M. Lowery, State Superintendent, Maryland State Department of Education (Appendix VI)
- Dr. Michael J. Martirano, Superintendent, St. Mary's County Public Schools and President of PSSAM (Appendix VI)

- Mr. Franklin Chaney, Chief of Recreation Services, Anne Arundel County Department of Recreation and Parks (Appendix VI)
- Mr. Ryan Burbey, President, Harford County Education Association (Appendix VIII)
- Mr. Randy Mickens, Organizational Specialist, Lobbyist Maryland State Education Association (Appendix VIII)

### **General Information**

- Chart, 2013-2014 Public Schools' Opening and Closing Dates (Appendix III)
- Chart, Public School Start and End Dates: Ten Years of Historical Data (Appendix III)
- Chart, School System Closures December 2009 – February 2010 (Appendix III)
- Article, Labor Day in the United States (Appendix III)
- Chart, Maryland Public Schools Air Conditioning Survey (Appendix III)
- November 6, 2013 Letter from the Public School Superintendents' Association of Maryland (Appendix V)
- Student Testing Calendar Years 2013-2014 through 2015-2016 (Appendix V)
- 2014-2015 State Testing Calendar (Based on current school start date of last week in August) (Appendix V)
- September 18, 2013 Email from Mary Jo Richmond, Task Force Member (Appendix V)
- September 25, 2013 Letter from Ms. Susan L. Jones, Executive Director, Hotel, Motel, Restaurant Association, Inc. Ocean City, Maryland (Appendix V)
- Chart, December 2013 and January 2014 Inclement Weather Days (Appendix IX)
- 2011-2012 School Start Dates Map (Appendix IX)
- States with School Start Date Laws – Updated July 31, 2012 (Appendix IX)
- Required School Days, Instructional Hours Required Yearly and School Start Dates (Appendix IX)
- State Regulatory Requirements for Texas, South Carolina, Florida, Tennessee, Minnesota, Virginia, Michigan, Wisconsin, and Iowa (Appendix IX)
- Chart, December 2013 through March 2014 Inclement Weather Days (Appendix XI)
- Letters received from local school systems and local boards of education (Appendix XI)
- Chart 1: 2008-2009 Public Schools Opening and Closings (Appendix XIII)
- Chart 2: Closures for Storm Flooding November 2009 (Appendix XIII)
- Chart 3: Closures for Blizzards of December 2009 and February 2010 (Appendix XIII)
- Chart 4: 2010-2011 School Closings Due to Inclement Weather (Appendix III)
- Chart 5: Closures for Hurricane Irene August 2011 (Appendix XIII)
- Chart 6: Closures for Hurricane Sandy October 2012 (Appendix XIII)

## Studies/Reports

- “Economic Impact of the Publicly Funded K-12 Education on the Eastern Shore of Maryland in FY 2013” Business Economic and Community Outreach Network at Salisbury University (Appendix III)

## News Articles

- One week and counting, *The Baltimore Sun*, August 19, 2013 (Appendix III)
- Shorter school summer break is better policy, *The Baltimore Sun*, August 21, 2013 (Appendix III)
- Saving summer at the expense of student learning, *The Washington Post*, August 21, 2013 (Appendix III)
- Year-round school would benefit kids, economy, *The Baltimore Sun*, August 27, 2013 (Appendix III)
- Summer programs needed to boost student achievement, *The Baltimore Sun*, August 27, 2013 (Appendix III)
- Our say: Delaying school’s start a backward-looking idea, *Capital Gazette*, August 23, 2013 (Appendix III)
- Franchot’s school proposal doesn’t hold water, *The Baltimore Sun*, August 22, 2013 (Appendix III)
- A later start to school year worth a look, *Gazette*, September 13, 2013 (Appendix V)
- Coalition wants Montgomery County schools to close on Muslim holidays, *Gazette*, September 18, 2013 (Appendix V)
- Mathias optimistic about post-holiday school start committee, *The Dispatch*, October 4, 2013 (Appendix V)
- Task Force debating delaying school year to after Labor Day, *Fox 45 News*, November 12, 2013 (Appendix VII)
- Muslim holidays not added to Montgomery school calendar, *Gazette*, November 12, 2013 (Appendix VII)
- Montgomery schools take no action on Muslim holidays, *The Washington Post*, November 16, 2013 (Appendix VII)
- Franchot continues push for post-Labor Day school start, *Southern Maryland News Papers Online*, December 13, 2013 (Appendix VII)
- Franchot should stop meddling, *Southern Maryland News Papers Online*, December 18, 2013 (Appendix VII)
- Lowery says school districts need autonomy on start of school year, *Baltimore Sun*, January 7, 2014 (Appendix IX)
- Critics question proposed Howard school calendar, *Baltimore Sun*, January 10, 2014 (Appendix IX)
- Baltimore-area school districts running out of school days, *WBAL-TV*, January 22, 2014 (Appendix IX)

- Let's stop whining about school snow closures, *The Washington Post*, January 23, 2014 (Appendix IX)
- Days after the snow, school delays continue, *The Washington Post*, January 23, 2014 (Appendix IX)
- Schools out again, but just wait until June, *The Star Democrat*, January 23, 2014 (Appendix IX)
- Texas schools' later start means big savings on utilities, *Pearland News*, August 21, 2008 (Appendix IX)
- School Start Dates, *Texas Association of School Boards*, Governmental Relations 2012 (Appendix IX)
- School start date has no bearing on tourism, *The Gaffney Ledger*, February 18, 2013 (Appendix IX)
- Area Boards Want State OK to Start School Before Labor Day B.P Smith, Lawmakers Back Early Start to Improve Academics, *Belle Plaine Herald*, January 28, 2014(Appendix IX)
- Minnesota's school start date spurs fights, *Star Tribune*, January 20, 2013 (Appendix IX)
- VA. Senate panel protects post-Labor Day school law, *The Roanoke Times*, February 14, 2013 (Appendix IX)
- Delegates offer new approaches to Labor Day school debate, *Richmond Times Dispatch*, February 3, 2014 (Appendix IX)
- Lawmakers Propose Changes in Mandatory School Start Law, *WUWM News Radio*, June 26, 2013 (Appendix IX)
- *Neighborhood News Service Milwaukee*, September 16, 2013 (Appendix IX)
- School Leader Explains to Tourism Officials Why He Opposes Change To Post-Labor Day Start, *The Dispatch*, February 6, 2014 (Appendix XI)
- Worcester OKs Post-Labor Day Start To School; County Will Be Only One in Md. *The Dispatch*, February 20, 2014 (Appendix XI)
- Poll to Gauge Opinion on Post-Labor Day School Start, *The Dispatch*, March 20, 2014 (Appendix XIII)

### **Data Analysis**

All 24 local school system superintendents, the State Superintendent, union representatives, the Maryland Association of Boards of Education, and the Public School Superintendents' Association of Maryland are opposed to a post-Labor Day start date. Speakers emphasized the need for local control to address the unique needs of each local jurisdiction. Each school system is presented with different geographical issues, community business needs, family socio-economic status, school system facility issues, and most importantly, the unique needs of their student population that drives the calendar decision making process.

Task Force members learned that each local school system has a calendar planning committee that is comprised of administrators, teachers, parents, union representatives, community



members and local business members. Frequently, these committees also have special interest groups represented as well. In many instances, these committees develop multiple year calendars. Mandated holidays, negotiated agreement calendar issues, and non-negotiable test dates are the starting points. Once these dates are placed on the calendar, each local school system calendar committee then works out from the middle, both forwards and backwards, to meet the mandated number of days while addressing the issues and needs of their community.

Furthermore, additional information was presented by several speakers and from newspaper articles indicating that perhaps the question should not be a post-Labor Day start but a year round school calendar. Proponents of year round school believe that this will benefit all children by reducing the amount of re-teaching that must occur at the beginning of each school year due to the learning loss that occurs over the summer. Furthermore, children that are not exposed to a wide variety of summer enrichment activities are at greater risk. It was suggested by supporters of this model that having year round school, with a greater number of shorter breaks throughout the school year, could perhaps better position the United States to compete with its global counterparts.

If a post-Labor Day school start date law was promulgated, local school system superintendents, the State Superintendent, union representatives, the Maryland Association of Boards of Education, and the Public School Superintendents' Association of Maryland all indicated that, while not desirable, they would need to follow the new law as written. Many concerns were identified with this option: impact on teachers' ability to adequately prepare students for mandated tests, ultimately effecting student test scores; the ability to meet the 180-day requirement by June 30<sup>th</sup> in the event there are a significant number of inclement weather days; the inability to adequately provide teacher in-service days; the aging infrastructure as it relates to the number of facilities without air conditioning and lost days due to extreme heat; the inability to coordinate students' dual enrollment in college courses; the loss of time-honored community traditions such as Fair Day and Autumn Glory; and most importantly, the inability to work with their communities to best meet the needs of their students.

### **Issues Considered (Appendix XIV & XV)**

After each work session, the workgroups reported their discussions to the Task Force. The following issues were considered by the education workgroup (Appendix XIV and XV):

- Facilities with and without air conditioning
  - Garrett County's climate is much different than Baltimore City's, so having air conditioning may not be a factor in Garrett County.
- Determined that there was no compelling evidence that showed there was any impact on education starting post-Labor Day.
  - The group acknowledges that they understand the rationale for a pre-Labor Day start date made by the various speakers but felt that there was no quantifiable evidence that a post-Labor Day start is harmful to local schools systems.

- Summer school enrichment opportunities were discussed but were not fully developed.
- Mocked up a post-Labor Day start calendar and determined it was possible.
- Professional development times vary by school district and union, calendar autonomy may help this.
- The idea that local school systems allow their unions to negotiate so that teachers obtain professional development via experiences beyond the school system provided trainings.
- Amend State Law concerning mandated holidays (Easter Monday).

**Sub-Recommendations (Appendix XIV & XV):**

- 1) Recommend that school systems should move forward to make sure 75% of facilities have air conditioning. Those school systems with less than 75% of their buildings with air conditioning may apply for an exemption from the post-Labor Day start date until FY 2017.
- 2) Recommend that the State of Maryland repeal the law that Easter Monday be a state holiday and allow each jurisdiction to schedule the Monday after Easter.
- 3) Recommend that local jurisdictions “think outside the box” in providing and accounting for professional development training. Local school systems should allow teachers to obtain professional development or professional learning via experiences beyond the contractual school day and year. By encouraging teachers to attend outside trainings, the local school systems do not have to schedule as many professional development days. This ultimately could translate into more instructional days on the calendar.
  - The group acknowledged that teachers should obtain prior approval for an outside experiential learning opportunity. Teachers must also show evidence of professional development or a professional learning plan. Some examples include participation within webinars or seminars, attendance to, or presenting at a local, state or national conference, professional externships, study abroad, as well as non-credit bearing on-line learning. By allowing this form of professional development or learning, it will provide the local school systems flexibility in scheduling by considering a reduction in the number of scheduled professional development days during the school year, which would increase the number of instructional days.

# **Impact of Moving the Start Date of the Public School Year in the State to After Labor Day on the Economy**

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## **Introduction**

The economy workgroup was responsible for studying the impact of a post-Labor Day start date on the economy. This workgroup focused on the economic impact of not only tourism but other facets that contribute to the state's economy. Based on a thorough review of the information provided by Task Force staff and additional materials supplied by the workgroup; the workgroup made one sub-recommendation.

## **Statewide Data**

### **Data Provided by Economy Workgroup**

- Economy workgroup report (Appendix XVI)
- Economic Impact Map (Appendix XVII)

### **Laws and regulations**

- N/A

### **Speakers**

- Ms. Teresa Tudor, Senior Manager, Office of School and Family Partnerships, Anne Arundel County Public Schools (Appendix IV)
- Mr. Edward F. Sparks, Executive Director, Maryland Secondary Schools Athletic Association (Appendix IV)
- Mr. Ray Leone, President, Maryland Parent Teacher Associations (PTAs) (Appendix IV)
- Mr. David Reel, President and CEO, Maryland Hotel and Lodging Association (Appendix IV)
- Mr. Thomas Noonan, CEO, Visit Baltimore (Appendix IV)
- Mr. John Woolums, Director of Governmental Relations, Maryland Association of Boards of Education (Appendix IV)
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- Dr. Michael J. Martirano, Superintendent, St. Mary's County Public Schools and President of PSSAM (Appendix VI)
- Mr. Franklin Chaney, Chief of Recreation Services, Anne Arundel County Department of Recreation and Parks (Appendix VI)

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- Required School Days, Instructional Hours Required Yearly and School Start Dates (appendix IX)
- State Regulatory Requirements for Texas, South Carolina, Florida, Tennessee, Minnesota, Virginia, Michigan, Wisconsin, and Iowa (Appendix IX)
- Letters Received from Local School Systems and Local Boards of Education (Appendix XI)

### **Studies/Reports**

- “Economic Impact of a post Labor Day Start Date for Maryland Public Schools,” Bureau of Revenue Estimates, August 14, 2013 (Appendix VII)
- “An Economic Analysis of the Changing School Start Date in Texas,” Susan Combs, Texas Comptroller of Public Accounts, December 2000 (Appendix VII)
- “South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries: An Analysis of Economic & Tax Revenue Impacts,” Stephan C. Morse, Ph.D., Professor & Economist School of Hotel, Restaurant and Tourism Management, University of South Carolina, August 2002 (Appendix VII)
- “Impact of a Uniform School Year on Florida’s Economy,” The Florida Senate, Interim Project Report 2003-112 Committee on Commerce and Economic Opportunities, January 2003 (Appendix VII)
- “Post Labor Day School Start Dates in Tennessee: An Analysis of the Economic and Tax Revenue Impacts on Tennessee Travel and Tourism Industry,” Steve Morse, Ph.D., Director & Economist Tourism Institute Department of Retail, Hospitality, and Tourism Management, University of Tennessee, January 2008 (Appendix VII)
- “Do families vacation more in the summer when school starts after Labor Day?” Elton Mykerezi, Assistant Professor, Department of Applied Economics, University of Minnesota and Genti Kostandini, Assistant Professor, Department of Agriculture and Applied Economics, University of Georgia, July 23, 2012 (Appendix VII)

- “Economic Impact of the Publicly Funded K-12 Education on the Eastern Shore of Maryland in FY 2013” Business Economic and Community Outreach Network at Salisbury University (Appendix XI)

### News Articles

- Mathias Seeks Task Force to Study Later School Start, *The Dispatch*, February 22, 2013 (Appendix III)
- Start school after Labor Day, Md. Is urged, *The Baltimore Sun*, August 16, 2013 (Appendix III)
- One week and counting, *The Baltimore Sun*, August 19, 2013 (Appendix III)
- Starting School after Labor Day has serious benefits, *The Baltimore Sun*, August 21, 2013 (Appendix III)
- Shorter school summer break is better policy, *The Baltimore Sun*, August 21, 2013 (Appendix III)
- Saving summer at the expense of student learning, *The Washington Post*, August 21, 2013 (Appendix III)
- Franchot gains O’Malley’s support on school start, *The Baltimore Sun*, August 21, 2013 (Appendix III)
- Franchot’s school proposal doesn’t hold water, *The Baltimore Sun*, August 22, 2013 (Appendix III)
- Post-Labor Day school start merits investigation, *The Baltimore Sun*, August 22, 2013 (Appendix III)
- Our say: Delaying school’s start a backward-looking idea, *Capital Gazette*, August 23, 2013 (Appendix III)
- Year-round school would benefit kids, economy, *The Baltimore Sun*, August 27, 2013 (Appendix III)
- Don’t reject out of hand a post-Labor Day start for schools, *The Baltimore Sun*, September 4, 2013 (Appendix III)
- Mathias optimistic about post-holiday school start committee, *The Dispatch*, October 4, 2013 (Appendix V)
- Task Force Debating Delaying School Year to After Labor Day, *Fox 45 News*, November 12, 2013 (Appendix VII)
- Franchot continues push for post-Labor Day school start, *Southern Maryland News Papers Online*, December 13, 2013 (Appendix VII)
- Franchot should stop meddling, *Southern Maryland News Papers Online*, December 18, 2013 (Appendix VII)
- Lowery says school districts need autonomy on start of school year, *Baltimore Sun*, January 7, 2014 (Appendix IX)
- Texas schools’ later start means big savings on utilities, *Pearland News*, August 21, 2008 (Appendix IX)
- School Start Dates, *Texas Association of School Boards*, Governmental Relations 2012 (Appendix IX)

- School start date has no bearing on tourism, *The Gaffney Ledger*, February 18, 2013 (Appendix IX)
- Area Boards Want State OK to Start School Before Labor Day B.P Smith, Lawmakers Back Early Start to Improve Academics, *Belle Plaine Herald*, January 28, 2014 (Appendix IX)
- Minnesota's school start date spurs fights, *Star Tribune*, January 20, 2013 (Appendix IX)
- VA. Senate panel protects post-Labor Day school law, *The Roanoke Times*, February 14, 2013 (Appendix IX)
- Delegates offer new approaches to Labor Day school debate, *Richmond Times Dispatch*, February 3, 2014 (Appendix IX)
- Lawmakers Propose Changes in Mandatory School Start Law, *WUWM News Radio*, June 26, 2013 (Appendix IX)
- *Neighborhood News Service Milwaukee*, September 16, 2013 (Appendix IX)
- Worcester OKs Post-Labor Day Start To School; County Will Be Only One in Md. *The Dispatch*, February 20, 2014 (Appendix XI)
- Poll to Gauge Opinion on Post-Labor Day School Start, *The Dispatch*, March 20, 2014 (Appendix XIII)

### **Data Analysis**

One speaker presented studies concerning Texas, South Carolina, Minnesota, Tennessee, Florida, and Maryland, and provided these reports to the Task Force. These studies reported the projected economic benefits to the respective states with regard to a post-Labor Day start date. Four of these reports were more than six years old; therefore, Task Force staff provided members with more current information pertaining to each state studied in the aforementioned reports.

This material contained calendar information regarding the school year start dates across the United States (2011-2012), a summary of the states with school start date laws (updated July 31, 2012), and a summary of the required school days, instructional hours and school start dates by state (2011-2012). Additionally, articles regarding current updates on the issues surrounding school start dates for Texas, South Carolina, Minnesota, Virginia, and Wisconsin (dated 2012-2014 with the exception of one article) were provided to members as well.

Comptroller Peter Franchot presented Maryland's report prior to the initial meeting of the post-Labor Day Task Force. As a result, at the initial meeting of the Task Force, members were reminded that the Governor had selected them to study the effects of a post-Labor Day start date on Maryland public schools. While the Task Force should recognize the report and acknowledge the public discussion that has occurred prior to the Task Force meeting, it is important for the Task Force to build on the information already available, and to explore any and all additional information, before issuing findings and recommendations.

Maryland's report, written by the Bureau of Revenue Estimates on August 14, 2013, highlighted the benefits to Maryland's economy and families if schools were required to start after Labor Day. It reports that 8.5% of Maryland families with school aged children would take either a new day trip or overnight trip in Maryland, another 5.2% would take a new out-of-state trip, and the remaining families would devote a least one additional day to family activities.

It is reported that tourism and family recreational activities are the catalysts for the increased economic activity. The Bureau of Revenue Estimates projects a post-Labor Day start date will result in \$74.3 million in direct economic activity and approximately \$7.7 million in new state and local government revenues.

The report, *Economic Analysis of the Changing School Start Date in Texas*, (2000) indicated that in tourist destination areas, at least \$332 million dollars were lost due to an early school start date. Furthermore, 65% of Texans reported that parents would prefer a uniform start date and that the children of migrant workers would benefit most from that decision.

The report concerning South Carolina (2002) examined the effects and impacts of early school start dates on the travel and tourism economy of the state. This report concludes that South Carolina schools have moved start dates up by as many as three weeks and that this shift in start date has been associated with lower tourism activity in August, which has not been offset by an increase in June. Furthermore, schools have incurred higher utility costs associated with cooling school buildings due to the hot weather in August. Finally, in one scenario it is estimated that if 40% of families took one more vacations in the year, the impact would be \$180 million in tourism related spending, \$6 million in new state tax revenue, and \$2.3 million in new local tax revenue.

In 2003 the Florida Senate conducted an interim report (2003) to examine whether or not later school start dates would benefit the state's economy, specifically the tourism industry, without harming the public school system. It was determined that there was not any current available data that indicated starting schools later would benefit the state's economy. In fact, it was found that the current early start dates may have only changed the timing of tourism revenue and expenditures. Therefore, the Florida committee recommended against enacting a uniform school start date or calendar at that time.

A Tennessee study (2008) was conducted to 1) determine if a post-Labor Day start would influence Tennessee residents' summer travel plans, and 2) estimate potential economic impact on state tax, local tax, and payroll. The report concluded that approximately 463,000 Tennessee residents would take an additional vacation during the summer if school started after Labor Day and approximately 223,000 residents would extend their vacation through the holiday weekend. It is anticipated that extending the summer would generate \$189 million in tourist spending, \$73 million in statewide payroll, and create more than 2,600 jobs.



Current information pertaining to states that have laws governing school calendars indicated that fifteen states (30%) have laws pertaining to school start dates and only ten of those fifteen states (20%) actively enforce these laws. Also, just because a state has a law pertaining to school start dates, does not mean that all ten of these states mandate a post-Labor Day start date.

Furthermore, current articles addressing school start dates in the states identified in the aforementioned articles highlight how local school systems and the legislators and business community members continue to be divided on when the first day of school should be. In fact the Texas Association of School Boards reported in 2012 that the debate has been ongoing for over two decades and control over the calendar start date has swung back and forth between the school system and the legislature. In general, school system personnel and representatives advocate for local control to meet the needs of their communities, and the business community advocates for state control, citing increased economic growth and increased tourism.

The economy workgroup reports that it reviewed the many “school start date economic impact” reports representing a variety of states. The work group chose to highlight the key pieces of information from each of the identified state reports that provided the foundation for the workgroup’s discussions as they considered their recommendations. Key sources of information included:

Florida (January 2003)

- Best way to determine whether families would travel and increase tourism expenditures as a result of later school start dates is to conduct a survey to ask how tourism expenditures would change.
- Revenues will likely shift from one segment of the state's economy to the tourism industry – therefore, later school start dates are not likely to provide a net economic benefit to the state.
- Recommendation is that district school boards continue to have the authority to set school calendars at their discretion.

Maryland (August 2013)

- The entire report provides a compelling argument for starting school post Labor-Day.
- Seven days equals \$70 million of economic impact.
- Over \$13.6 million in new wages.
- Over \$5.2 million in new state government revenue.
- Over \$2.4 million in local revenue.

#### South Carolina (dated August 2002)

- Conservative scenario estimates economic and tax revenue impacts where as little as 4 out of 10 South Carolina families take one additional vacation, would generate \$6.03 million in state tax revenue and \$2.34 million in local tax revenues.
- Chart on page 14 of South Carolina packet shows, in great detail, the economic impact of potential vacation spending.
- Weather and heat related factors of August vs. September school openings.

#### Minnesota (July 2012)

- Over 50% of families report at least one trip of two or more nights away from home with a post-Labor Day start having a direct impact on the Minnesota economy.

#### Tennessee (dated January 2008)

- Tennessee conducted a study to examine economic impact of a post-Labor-Day start date.
- Statewide economic, state tax, local tax, payroll, and employment impacts estimated to generate \$9.72 million in new state tax, \$5.50 million in new total local county tax, \$79.2 million in new worker incomes, and generate 2,619 new jobs statewide.
- 462,712 Tennessee residents would take one additional Tennessee summer vacation.

#### Texas (dated December 2000)

- Reduced tourist activity.
- Higher school cooling costs.
- Lost income to farm/migrant worker families.
- Overall employment of high school and college students by seasonal establishments is reduced (employment loss equates to reduction in personal income for these individuals).
- Camp season shortened – college students employed 2 to 3 weeks shorter in summer.

Finally, the economic workgroup generated a Maryland map, broken down by county that highlights the variety of economic activities that will benefit from a post-Labor Day start. This map was designed to illustrate how far-reaching the benefits of a post-Labor Day start date would be on the economy, not just in the “typical” tourist areas, but statewide. See the attached map for detailed information. (Appendix XVII)

#### **Issues Considered (Appendix XIV & XVI)**

After each small group work session, work groups were required to report their discussions to the Task Force. These briefings and the workgroup’s independent report indicate that the following issues were discussed and considered by the economy workgroup:

- Electricity use – June versus August (Appendix IX).
- Economics of families.
- Employment opportunities for teachers and students.
- Impact on tourism and other large scale industries.
- Fall 2014 College start dates
 

○ Bowie State university	September 2
○ Frostburg State College	September 2
○ Hood College	August 25
○ McDaniel College	August 25
○ Morgan State University	August 25
○ St. Mary’s College	September 2
○ Salisbury University	August 25
○ Towson University	August 27
○ University of Maryland Baltimore County	August 27
○ University of Maryland College Park	September 2
- Teachers missing their first day of school to take their own children to college.
- Feedback from local school system superintendents.

**Sub-Recommendation From the Economy Workgroup (Appendix XIV & XVI)**

- 1) Recommend a start date of no earlier than September 1<sup>st</sup> each year. The workgroup thought it critical to respect the feedback of the Superintendents and other guest speakers. It was believed that this solution offers the best of both worlds in that it protects “local control” over the school calendar while still allowing for maximum positive economic impact on a statewide level.

# **Impact of Moving the Start Date of the Public School Year in the State to After Labor Day on Summer Tourism**

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## **Introduction**

The tourism workgroup was responsible for studying the impact of a post-Labor Day start date on summer tourism. Based on a thorough review of the information provided by Task Force staff and additional materials supplied by the workgroup; the workgroup made three sub-recommendations.

## **Statewide Data**

### **Data Provided by Summer Tourism Workgroup**

- Summer Tourism workgroup report (Appendix XVIII)
- Percentage of Sales and Use Tax by Season (Appendix XIX)
  - Garret County
  - Worcester County
- Admission and Amusement (Appendix XX)
  - Garrett County
  - Worcester County

### **Laws and Regulations:**

- N/A

### **Speakers**

- Ms. Teresa Tudor, Senior Manager, Office of School and Family Partnerships, Anne Arundel County Public Schools (Appendix IV)
- Mr. Edward F. Sparks, Executive Director, Maryland Secondary Schools Athletic Association (Appendix IV)
- Mr. Ray Leone, President, Maryland Parent Teacher Associations (PTAs) (Appendix IV)
- Mr. David Reel, President and CEO, Maryland Hotel and Lodging Association (Appendix IV)
- Mr. Thomas Noonan, CEO, Visit Baltimore (Appendix IV)
- Mr. John Woolums, Director of Governmental Relations, Maryland Association of Boards of Education (Appendix IV)
- Dr. Bernard Sadusky, Executive Director, Maryland Association of Community Colleges (Appendix IV)
- Dr. Carl Roberts, Executive Director, Public School Superintendents' Association of Maryland (Appendix IV)
- Dr. Lillian M. Lowery, State Superintendent, Maryland State Department of Education (Appendix VI)

- Dr. Michael J. Martirano, Superintendent, St. Mary's County Public Schools and President of PSSAM (Appendix VI)
- Mr. Franklin Chaney, Chief of Recreation Services, Anne Arundel County Department of Recreation and Parks (Appendix VI)
- Mr. Ryan Burbey, President, Harford County Education Association (Appendix VIII)
- Mr. Randy Mickens, Organizational Specialist, Lobbyist Maryland State Education Association (Appendix VIII)

### **General Information**

- Article, Labor Day in the United States (Appendix III)
- Chart, 2013-2014 Public Schools Opening and Closing Dates (Appendix III)
- Chart, Public School Start and End Dates: Ten Years of Historical Data (Appendix III)
- Chart, School System Closures December 2009 – February 2010 (Appendix III)
- 2011-2012 School Start Dates Map (Appendix IX)
- States with School Start Date Laws – Updated July 31, 2012 (Appendix IX)
- Required School Days, Instructional Hours Required Yearly and School Start Dates (Appendix IX)
- State Regulatory Requirements for Texas, South Carolina, Florida, Tennessee, Minnesota, Virginia, Michigan, Wisconsin, and Iowa (Appendix IX)

### **Studies/Reports**

- “Economic Impact of a post-Labor Day Start Date for Maryland Public Schools,” Bureau of Revenue Estimates, August 14, 2013 (Appendix III)
- “An Economic Analysis of the Changing School Start Date in Texas,” Susan Combs, Texas Comptroller of Public Accounts, December 2000 (Appendix VII)
- “South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries: An Analysis of Economic & Tax Revenue Impacts,” Stephan C. Morse, Ph.D., Professor & Economist School of Hotel, Restaurant and Tourism Management, University of South Carolina, August 2002 (Appendix VII)
- “Impact of a Uniform School Year on Florida’s Economy,” The Florida Senate, Interim Project Report 2003-112 Committee on Commerce and Economic Opportunities, January 2003 (Appendix VII)
- “Post Labor Day School Start Dates in Tennessee: An Analysis of the Economic and Tax Revenue Impacts on Tennessee Travel and Tourism Industry,” Steve Morse, Ph.D., Director & Economist Tourism Institute Department of Retail, Hospitality, and Tourism Management, University of Tennessee, January 2008 (Appendix VII)
- “Do families vacation more in the summer when school starts after Labor Day?” Elton Mykerezzi, Assistant Professor, Department of Applied Economics, University of Minnesota and Genti Kostandini, Assistant Professor, Department

of Agriculture and Applied Economics, University of Georgia, July 23, 2012 (Appendix VII)

- “Economic Impact of the Publicly Funded K-12 Education on the Eastern Shore of Maryland in FY 2013,” Business Economic and Community Outreach Network at Salisbury University (Appendix VII)
- “Fiscal Year 2013 Tourism Development Annual Report,” Maryland Tourism Development Board and the Department of Business and Economic Development, 2013 (Appendix XI)

### News Articles

- Mathias Seeks Task Force to Study Later School Start, *The Dispatch*, February 22, 2013 (Appendix III)
- Start school after Labor Day, Md. Is urged, *The Baltimore Sun*, August 16, 2013 (Appendix III)
- Let summer last, *The Star Democrat*, August 26, 2013 (Appendix III)
- Year-round school would benefit kids, economy, *The Baltimore Sun*, August 27, 2013 (Appendix III)
- Don’t reject out of hand a post-Labor Day start for schools, *The Baltimore Sun*, September 4, 2013 (Appendix III)
- Mathias optimistic about post-holiday school start committee, *The Dispatch*, October 4, 2013 (Appendix V)
- Task Force Debating Delaying School Year to After Labor Day, *Fox 45 News*, November 12, 2013 (Appendix VII)
- Franchot continues push for post-Labor Day school start, *Southern Maryland News Papers Online*, December 13, 2013 (Appendix VII)
- Franchot should stop meddling, *Southern Maryland News Papers Online*, December 18, 2013 (Appendix VII)
- Lowery says school districts need autonomy on start of school year, *Baltimore Sun*, January 7, 2014 (Appendix IX)
- Texas schools’ later start means big savings on utilities, *Pearland News*, August 21, 2008 (Appendix IX)
- School Start Dates, *Texas Association of School Boards, Governmental Relations* 2012 (Appendix IX)
- School start date has no bearing on tourism, *The Gaffney Ledger*, February 18, 2013 (Appendix IX)
- Area Boards Want State OK to Start School Before Labor Day B.P Smith, Lawmakers Back Early Start to Improve Academics, *Belle Plaine Herald*, January 28, 2014 (Appendix IX)
- Minnesota’s school start date spurs fights, *Star Tribune*, January 20, 2013
- VA. Senate panel protects post-Labor Day school law, *The Roanoke Times*, February 14, 2013 (Appendix IX)

- Delegates offer new approaches to Labor Day school debate, *Richmond Times Dispatch*, February 3, 2014 (Appendix IX)
- Lawmakers Propose Changes in Mandatory School Start Law, *WUWM News Radio*, June 26, 2013 (Appendix IX)
- *Neighborhood News Service Milwaukee*, September 16, 2013 (Appendix IX)
- Maryland hotels improve revenue, occupancy rates in 2012, *The Baltimore Business Journal*, March 28, 2013 (Appendix IX)
- School Leader Explains to Tourism Officials Why He Opposes Change To Post-Labor Day Start, *The Dispatch*, February 6, 2014 (Appendix XI)
- Worcester OKs Post-Labor Day Start To School; County Will Be Only One in Md. *The Dispatch*, February 20, 2014 (Appendix XI)
- Poll to Gauge Opinion on Post-Labor Day School Start, *The Dispatch* March 20, 2014 (Appendix XIII)

### **Data Analysis**

On August 14, 2013, Maryland Comptroller Peter Franchot and the Bureau of Revenue Estimates released its study titled, “Economic Impact of a Post-Labor Day Start Date for Maryland Public Schools.” This study highlights the benefits to Maryland’s economy and families if schools were required to start after Labor Day. It reports that 8.5% of the 514,680 Maryland families with school aged children would take either a new day trip or overnight trip in Maryland, another 5.2% would take a new out-of-state trip, and the remaining families would devote a least one additional day to family recreational activities if Maryland public schools started after Labor Day. Most importantly, it reports that Maryland would actualize \$74.3 million in direct economic activity as a result of the increased tourism.

On March 28, 2013, the Baltimore Business Journal reported that Maryland hotels improved revenue and occupancy rates in 2012. This article reports that the Maryland Office of Tourism Development indicated that Maryland hotels and inns saw more business in 2012. Lodging revenue across the state increased 3.4% in 2012 and the demand for rooms increased 1.3%. Washington County made the largest gains with a 9.3% increase in room demand, 12.1% increase in room revenue, and 11.1% increase in hotel occupancy. Allegany, Calvert, Charles, and Montgomery Counties were the only ones that saw drops in demands for rooms.

“Fiscal Year 2013 Tourism Development Annual Report,” from the Maryland Tourism Development Board and the Department of Business and Economic Development, provides relevant information regarding the impact of the travel and tourism industry on Maryland’s economy. The report provides a three-year prospective for three distinct categories, (1) tourism: a revenue generator, (2) Office of Tourism Development performance measurements, and (3) tourism sales tax revenues. Visitor spending totaled \$14,908.4 million and experienced a 4.6% increase. The report states that, “Since 2007, sales tax revenues attributed to tourism have grown 31.4%, far outperforming the 19.7 percent growth of overall sales tax collections.

The tourism revenues now account for more than 9 percent of all sales tax collections.”  
(Appendix XIX and XX)

The report concerning South Carolina (2002) examined the effects and impacts of early school start dates on the travel and tourism economy of the state. This report concludes that South Carolina schools have moved start dates up by as many as three weeks and that this shift in start date has been associated with lower tourism activity in August, which has not been offset by an increase in June. Furthermore, schools have incurred higher utility costs associated with cooling school buildings due to the hot weather in August. Finally, in one scenario it is estimated that if 40% of families took one more vacations in the year, the impact would be \$180 million in tourism related spending, \$6 million in new state tax revenue, and \$2.3 million in new local tax revenue.

Interestingly, in 2013 it was reported that the study conducted by the Olde English Consortium reported that the uniform start date for South Carolina public schools did not increase tourism as was projected, which was the impetus for implementing the law six years prior to the study. It reported that the occupancy data showed “little correlation exists between school start dates and hotel occupancy in the summer months, and is a net negative.” It further indicated that the law was changed with little concern for its impact to the students.

Additionally, the University of Minnesota studied whether or not families vacation more in the summer when schools start after Labor Day. This report from 2012 indicates that states have historically struggled to accommodate the competing interests of the varied stakeholders in determining whether to mandate a post-Labor Day start to schools. This study used data from the American Time Use Survey (ATUS) to examine the differences in family travel patterns from 2005-2010 in five states: Minnesota, Virginia, Michigan, Iowa, and Wisconsin that have mandated start dates. Some of these start dates are pre-Labor Day and some are post. Findings indicated families were 50% more likely to take a two night or more trip in August or September if there was a post Labor Day start date.

Due to the dates of many of the reports cited by a presenter a Task Force member asked staff to provide updated information pertaining each state studied. This information contained calendar information regarding the school year start dates across the United States (2011-2012), a summary of the states with school start date laws (updated July 31, 2012), and a summary of the required school days, instructional hours and school start dates by state (2011-2012). Additionally, articles regarding current updates on the issues surrounding school start dates for Texas, South Carolina, Minnesota, Virginia, and Wisconsin (dated 2012-2014 with the exception of one article) were provided to members as well.

Current information presented indicated that while fifteen states, or 30%, have laws pertaining to school start dates only ten of those fifteen states, or 20%, actively enforce these laws. Also, just because a state has a law pertaining to school start dates, it does not mean that all ten of these states mandate a post Labor Day start date. The articles provided to the Task Force all



highlight the ongoing debates between school systems, the legislature, and business community. In each instance, the school systems express a need for local control to meet the needs of their communities and the business community and legislature advocates for economic growth and increased tourism. In some instances, such as Texas, the legislature has reversed the laws pertaining to school start dates a number of times.

### **Issues Considered (Appendix XIV & XVIII)**

After each small group work session, workgroups were required to report their discussions to the Task Force. These briefings and the workgroup's independent report indicate that the following issues were considered by the summer tourism workgroup:

The summer tourism independent report indicated that it relied on data provided by Maryland's report titled, "Economic Impact of a Post Labor Day Start Date for Maryland Public Schools," written by the Bureau of Revenue Estimates in August 14, 2013; information presented by Mr. David Reel, President and CEO, Maryland Hotel and Lodging Association; and information presented by Mr. Thomas Noonan, CEO, Visit Baltimore.

Specifically, the Maryland Hotel and Lodging Association and other similar organizations strongly support the post-Labor Day school start as long as it is not at the expense of the state's educational program. Mr. Reel cited findings from the State of Virginia as Virginia does require a post-Labor Day start for its districts. Findings indicates that counties starting post-Labor Day had higher English/language arts and mathematics test scores than counties starting pre-Labor Day. He stated that there are approximately 35.4 million out-of-state tourists that visit Maryland, and it is important to encourage leisure travel for the state. Without this type of tourism in the state, Mr. Reel foresees that Maryland could face a \$400 million structural deficit which could lead to lesser spending for education. While Mr. Reel indicated he would share the data from Virginia that he cited with the Task Force Chair, this data was not provided.

Secondly, the summer tourism workgroup reported that Mr. Thomas Noonan stressed that a 3 month tourist season is stronger than a 2 1/2 month tourist season; therefore, a post-Labor Day start is advantageous. He indicated that several states: Wisconsin, South Carolina, Tennessee, Texas, Minnesota and Virginia; which have a pre-Labor Day start, had a drop in tourism. Many Baltimore City students who work summer jobs must leave their positions in order to return to school pre-Labor Day. This is difficult for city businesses. Also, there is a drop in airline ticket sales, hotel reservations, AMTRAK reservations, etc. post August 15 for Baltimore City businesses. Mr. Noonan further indicated that a post-Labor Day start is good for revenue, tourism and jobs. There are surveys showing parents want a post-Labor Day start. He provided those surveys to the Task Force chairman to share with members. Those surveys included:

- Reports from South Carolina, Tennessee, and the University of Michigan
  - An Economic Analysis of the Changing School Start Date in Texas, December 2000;

- South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries: An Analysis of Economic & Tax Revenue Impacts, August 2002;
- Post Labor Day School Start Dates in Tennessee: An Analysis of the Economic and Tax Revenue Impacts on Tennessee Travel and Tourism Industry, January 2008; and
- Do families vacation more in the summer when school starts after Labor Day? July 23, 2012.

Additional considerations of the summer tourism workgroup included (Appendix XVIII):

- The Comptroller’s report and additional information requested of the comptroller’s office;
  - Comptroller’s office has information broken down by year as well as monthly concerning revenue generated from taxes
- Contacting tourist attractions like Six Flags, Orioles, and the Aquarium;
  - It appears tourism numbers do go down in August.
- Group is looking at King’s Dominion and the King’s Dominion rule in regard to opting out for weather concerns;
- Gaming does affect education but this has not been fully realized as all casinos are not fully operational. Until there is routine data for all casinos it is difficult to determine what is seasonal;
  - There have been declines at Arundel Mills, Ocean Downs, and Perryville (the group indicated that this information would be forthcoming).
- Discussion of what the “top” ten tourist destinations or attractions are in Maryland; and
- Information from Smith Travel concerning Ocean City hotel occupancy rates and room tax.

<b>OCCUPANCY RATE</b>	<b>June</b>	<b>August</b>	<b>September</b>
<b>2011</b>	68%	71%	63%
<b>2012</b>	70%	76%	63%
<b>2013</b>	68%	80%	64%

<b>ROOM TAX</b>	<b>June</b>	<b>August</b>	<b>September</b>
<b>2011</b>	2.2 million	2.5 million	1.0 million
<b>2012</b>	2.5 million	2.9 million	1.16 million
<b>2013</b>	2.6 million	3.0 million	1.18 million

**Sub-Recommendations from the Summer Tourism Workgroup (Appendix XIV & XVIII)**

- 1) Recommend a post-Labor Day start for Maryland public schools
- 2) Recommend the calendar committees from each local school system review the structure of their calendar and holidays for a balance points
- 3) Recommend the Maryland Public Secondary School Athletic Association review its policies regarding athletic start dates

## Task Force Recommendation

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Over the course of the past year, the Task Force to Study a post-Labor Day start date for Maryland Public Schools met a total of eight times to review the impact of moving the start date of the public school year in the State to after Labor Day on the following areas:

- 1) The education system, including the academic calendar, planning, administration, and facilities use;
- 2) The economy; and
- 3) Summer tourism.

Each independent workgroup made sub-recommendation(s) to the group at large for their consideration and discussion. These sub-recommendation(s) included:

### **Education:**

- 1) Local school systems should move forward to make sure 75% of school facilities have air conditioning. Those school systems with less than 75% of their buildings with air conditioning may apply for an exemption from the post-Labor Day start date until FY 2017.
- 2) The State of Maryland should repeal the law that Easter Monday be a State holiday and allow each jurisdiction to schedule the Monday after Easter, as appropriate.
- 3) Local school systems should “think outside the box” in providing and accounting for professional development training. Local school systems should allow teachers to obtain professional development or professional learning via experiences beyond the contractual school day and year.

### **Economy:**

- 1) A start date of no earlier than September 1<sup>st</sup> each year.

### **Summer Tourism:**

- 1) A post-Labor Day start for Maryland Public Schools.
- 2) Calendar committees from each local school system review the structure of their system’s calendar and holidays for a balance point.
- 3) Maryland Secondary School Athletic Association review its policies regarding athletic start dates.

**Task Force Recommendation:**

While the Task Force considered the sub-recommendations of the workgroups; the Task Force accepted and passed only one recommendation. On May 19, 2014, a motion was made to recommend to the Governor, a post-Labor Day start date for Maryland Public Schools. The motion was carried by a vote of 12 votes for the recommendation and 3 votes against the recommendation.

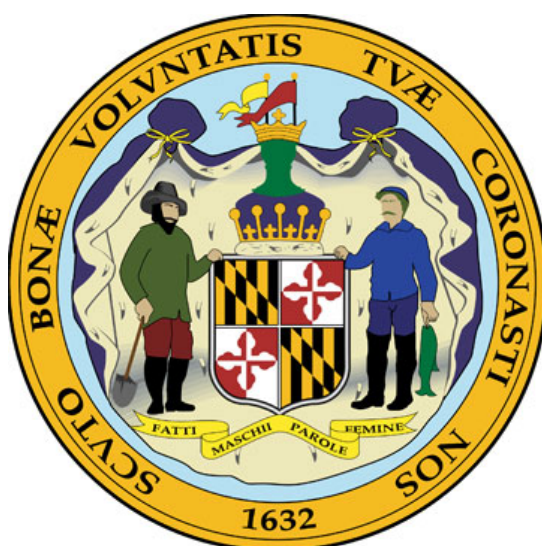
## Appendix Summary

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Appendix I:	Chapter 336 (SB 936) Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools
Appendix II:	September 17, 2013 Meeting Minutes
Appendix III:	September 17, 2013 Materials of Interest
Appendix IV:	November 12, 2013 Meeting Minutes
Appendix V:	November 12, 2013 Materials of Interest
Appendix VI:	January 7, 2014 Meeting Minutes
Appendix VII:	January 7, 2014 Materials of Interest
Appendix VIII:	February 5, 2014 Meeting Minutes
Appendix IX:	February 5, 2014 Materials of Interest
Appendix X:	March 24, 2014 Meeting Minutes
Appendix XI:	March 24, 2014 Materials of Interest
Appendix XII:	April 23, 2014 Meeting Minutes
Appendix XIII:	April 23, 2014 Materials of Interest
Appendix XIV:	May 19, 2014 Meeting Minutes
Appendix XV:	Independent Report for Workgroup 1: Impact of Moving the Start Date of the Public School Year in the State to After Labor Day on the Education System
Appendix XVI:	Independent Report for Workgroup 2: Impact of Moving the Start Date of the Public School Year in the State to After Labor Day on Economy
Appendix XVII:	Independent Materials for Workgroup 2: Economic Impact Map
Appendix XVIII:	Independent Report for Workgroup 3: Impact of Moving the Start Date of the Public School Year in the State to After Labor Day on Tourism
Appendix XIX:	Independent Materials Workgroup III: Percentage of Sales and Use Tax by Season
Appendix XX:	Independent Materials Workgroup III: Admission and Amusement
Appendix XXI:	News Articles following the May 19, 2014 Meeting

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix I**



**June 2014**

## Chapter 336

(Senate Bill 963)

AN ACT concerning

### **Task Force to Study a Post–Labor Day Start Date for Maryland Public Schools**

FOR the purpose of establishing the Task Force to Study a Post–Labor Day Start Date for Maryland Public Schools; providing for the membership, chair, and staff for the Task Force; prohibiting a member of the Task Force from receiving certain compensation; authorizing a member of the Task Force to receive reimbursement for certain expenses; requiring the Task Force to study issues relating to a post–Labor Day start date for Maryland public schools; requiring the Task Force to report to the Governor and the General Assembly on or before a certain date; providing for the termination of this Act; and generally relating to the Task Force to Study a Post–Labor Day Start Date for Maryland Public Schools.

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That:

(a) There is a Task Force to Study a Post–Labor Day Start Date for Maryland Public Schools.

(b) The Task Force consists of the following members:

(1) two members of the Senate of Maryland, appointed by the President of the Senate;

(2) two members of the House of Delegates, appointed by the Speaker of the House;

(3) the State Superintendent of Schools, or the State Superintendent's designee; and

(4) the following members, appointed by the Governor:

(i) four representatives of local school systems in the State, two of whom are teachers;

(ii) one representative of the Maryland State Education Association;



(iii) four representatives of businesses impacted by summer tourism;

(iv) one representative of the Maryland Tourism Development Board;

(v) one student who attends a Maryland public high school;

(vi) one parent of a student enrolled in a Maryland public elementary school;

(vii) one parent of a student enrolled in a Maryland public middle school; and

(viii) one parent of a student enrolled in a Maryland public high school.

(c) The Governor shall designate the chair of the Task Force.

(d) The State Department of Education shall provide staff for the Task Force.

(e) A member of the Task Force:

(1) may not receive compensation as a member of the Task Force; but

(2) is entitled to reimbursement for expenses under the Standard State Travel Regulations, as provided in the State budget.

(f) The Task Force shall study the impact of moving the start date of the public school year in the State to after Labor Day on the following areas:

(1) the education system, including the academic calendar, planning, administration, and facilities use;

(2) the economy; and

(3) summer tourism.

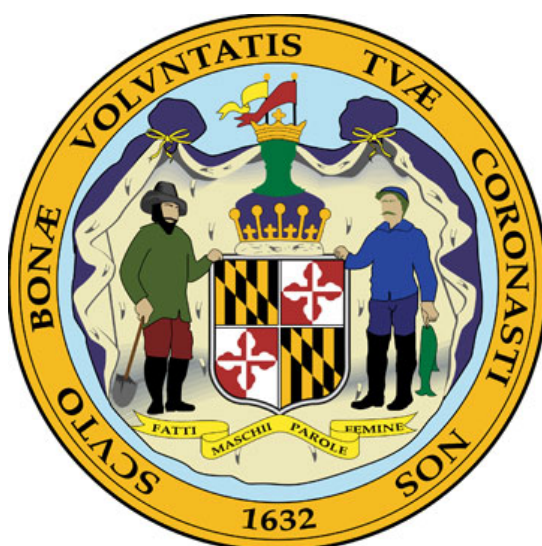
(g) On or before June 30, 2014, the Task Force shall report its findings and recommendations to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2013. It shall remain effective for a period of 1 year and, at the end of June 30, 2014, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

**Approved by the Governor, May 2, 2013.**

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix II**



**June 2014**

**Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**  
**Minutes**  
**September 17, 2013 Meeting**

The meeting was called to order by William Cappe, Chairman, at 1:03 PM.

**Attendance:** 15 task force members (See attendance log), William Cappe, Chair, Sarah Spross, Co-Chair, and Kris Angelis, Administrator, were present. There were 10 observers at the meeting (See sign-in sheet).

Mr. Cappe welcomed the members of the task force and thanked them for their time and efforts for their service on the task force. The make-up of the task force includes 2 Maryland delegates, 2 Maryland senators, teachers, local school system administrators, business leaders, the Teacher's Union, the Maryland Tourism Board, an elementary, middle, and high school parent, and a high school student. These individuals represent approximately ten counties in Maryland.

Mr. Cappe stressed the importance of the task force, each person's voice on it, and the resulting report to the Governor which will be completed June 30, 2014.

Sarah Spross, Co-chair of the task force, also welcomed members of the task force to the first meeting and had each member introduce themselves to the other members. Senator John Astle, District 30, Anne Arundel County, and Senator James Mathias, District 38, Somerset, Worcester, and Wicomico Counties, welcomed the task force members.

Delegate Anne Healey, District 22, Prince George's County, was unable to attend and sent a letter to the committee which was read by Sarah Spross (Attached). Delegate LeRoy Myers, Jr., District 1C, Allegany and Washington Counties, was unable to attend and was represented by his aide Renee Novak.

**Administrative Details:** Mr. Cappe shared administrative information with the group advising if there are any changes to the location, time, etc., it will be posted on the Maryland State Department of Education's (MSDE) website ([www.marylandpublicschools.org](http://www.marylandpublicschools.org)) or members will receive communication from either Sarah or him. Mr. Cappe, Ms. Spross, Dr. Angelis, all from MSDE, are here to support the task force members as needed.

This task force is a multi-member public body and as such comes under the Open Meetings Act; therefore, all business of the task force must be conducted in an open and public manner. Mr. Cappe again reiterated the importance of each member's voice in these proceedings.

**Chapter 336:** As sponsor of the bill, Senator Mathias was asked to introduce Chapter 336 (Senate Bill 963). He shared the importance of education in our state as Maryland has been number one in the country for the past five years. He explained that his district ranges from tourism to agriculture, and the last week of summer is very important to his district. He is seeking a creative discussion that will find a workable solution to smartly educating our students

while supporting teachers, acknowledging the importance of pre-Labor Day revenue, and that relationship to the economy of Maryland.

**Charge of the Task Force:** Mr. Cappe shared the focus of the task force:

The Task Force shall study the impact of moving the start date of the public school year in the State to after Labor Day on the following areas:

- The education system including the academic calendar, planning, administration, and facilities use:
- The economy; and
- Summer tourism.

If during the task force's discussions, topics not germane to the charge are identified, the topics will be captured on a "Parking Lot" board for future consideration by appropriate committees.

**Review of Materials:** Each task force member was given a folder that captured current information through September 13, 2013 from newspapers, television, and radio about start dates for school district. Additionally, the folders contained materials relating to air conditioning in school systems, projected school starts, ten years of historical perspective on school start dates in order to provide members a foundation to begin their discussion.

**Assignment of Groups:** The task force was divided into three subgroups (refer to committee list) with each subgroup representing one of three prongs of the legislation. Each group has six members that represent the various interests of the group in order to provide a balance of views in each subgroup. Each group will be expected to provide a briefing on their topic at the February meeting, and each subgroup was given a flash drive to capture their information electronically in order for it to be captured in the task force's final report. At approximately 1:40 PM the task force broke into their subgroups to begin discussion on their topic.

**Meeting dates:** The next meeting is scheduled for November 12, 2013, at 1 PM at the West County Public Library in Odenton. Speakers have been scheduled for that meeting and will include Ms. Teresa Tutor, Senior Manager, School and Family Partnerships, Anne Arundel County Public Schools; Dr. Bernard Sadusky; Mr. Edward Sparks, Executive Director, Sports Programs, MSDE; Dr. Carl Roberts, Executive Director of Public School Administrators; Mr. David Reel, President and CEO of Maryland Hotel and Lodging Association; and Mr. John Woolums, Maryland Association of Board of Education.

The task force was asked if there were any other individuals who the committee would like to either receive information from or have speak to the group. The task force members suggested: Ray Leone, President, Maryland PTAs; Comptroller Peter Franchot; economist Anirban Basu, chairman and CEO, Sage Policy Group, Inc.; someone from the Maryland Tourism Board, however, it was noted by a member of the task force that we have a representative from this organization; the Farm Bureau; superintendents from school districts that start after Labor Day; or higher education. It was suggested that information could be provided for the record from the Maryland Chamber of Commerce, business advocacy groups, various mayors or council

members from towns affected across the state. This meeting may have to be extended depending on the number of people scheduled to present.

Task force members posed various questions:

- Baltimore Inner Harbor had not been discussed and the impact on Orioles and Ravens games. It was suggested someone from the Cornish Group be invited to answer questions;
- Moving testing dates for the various testing students take including Advanced Placement (AP) exams, Scholastic Assessment Test (SAT) exams, Maryland School Assessments (MSA), High School Assessments (HSA), and Partnership for Assessment of Readiness for College and Career (PAARC);
- What is the premise for the 180 instructional days for schools (COMAR 13A.02.01.04) or schools open for 1,170 hours (COMAR 13A.03.02.12);
- Can an individual telecommute to the meetings?  
(Library apparently does not have the capacity for telecommuting.)
- Can a member send someone else in their place? Mr. Cappe reiterated that each member was appointed by the Governor and having someone represent them would not fulfill their responsibility to the task force.
- Can additional dates for the task force to meet be added if necessary?

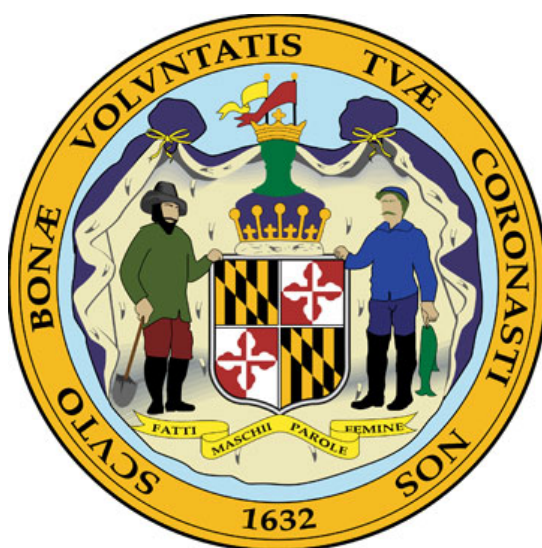
Mr. Cappe ended the meeting at approximately 2:40 PM.

Respectfully submitted,

Kristine Angelis, Ph.D.  
Administrator

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix III**



**June 2014**

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Materials of Interest September 17, 2013 Meeting**

### **2013 Legislative Session**

#### **Chapter 336 (SB 963) Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

Statute that establishes the task force including its purpose, the participants, and the date (June 30, 2014) by which the report must be submitted to the governor.

#### **SB 936: Department of Legislative Services Fiscal and Policy Note**

Document provides a fiscal summary and analysis of the bill.

### **Current Statutes and Regulations Regarding School Calendar**

#### **Annotated Code of Maryland, Education Article §7-103**

This statute requires each public school under the jurisdiction of a county board to be open for 180 school days and a minimum of 1,080 school hours in a 10-month period. It further stipulates the minimum hours per day and prohibits schools from opening on weekends or holidays. The Statute further provides a provision for Local School System's (LSS's) to apply to the State Board of Education for waiver of these requirements in the event of a natural disaster, civil disaster or severe weather conditions.

#### **COMAR 13A.02.01.04 Length of the School Year.**

This regulation states that LSS must be open for a minimum of 180 days per year and provides the process for applying for a waiver of the 180-day requirement.

#### **COMAR 13A.03.02.12 General Provisions.**

This regulation sets forth the school year requirements for secondary schools as 180 school days and 1,170 hours. It also including requirements for transfer students, notices to parents/guardians and students, and grading and reporting.

### **Additional Information Regarding Public School Calendars and Labor Day**

#### **Chart, 2013-2014 Public School Opening and Closing Dates**

This chart provides the opening and closing dates of each of the 24 LSS's.

- Earliest Opening Date: August 19<sup>th</sup> (Frederick and Prince George's County)
- Latest Opening Date: August 27<sup>th</sup> (Talbot)
- Earliest Closing Date: May 30<sup>th</sup> (Allegany)
- Latest Closing Date: June 18<sup>th</sup> (Howard)



### **Chart, Public School Start and End Dates: Ten Years of Historical Data**

This chart provides a ten-year summary of the opening and closing dates dating back to 2004-2005 school year.

- 2004-2005: Four (4) LSS's opened post-Labor Day (Baltimore City, Somerset, Wicomico, and Worcester)
- 2005-2006 through 2007-2008: Two (2) LSS's opened post-Labor Day (Somerset and Worcester)
- 2007-2008 through 2008-2009: One (1) LSS opened post-Labor Day (Worcester)
- 2009-2010 through 2013-2014: Zero LSS open post-Labor Day

### **Chart, School System Closures December 2009 – February 2010**

This chart provides a sample of the number of days LSS's had to modify their existing calendars to meet the 180-day requirement inclusive of any waivers that were granted by the Maryland State Board of Education due to natural disaster, civil disaster or severe weather conditions. In the most extreme cases: Allegany had to add 8 days to the end of the year and Garrett was closed for 17 days.

### **Article, Labor Day in United States**

This article provides a historical perspective on Labor Day and indicates what day in September Labor Day falls on from 1990-2020. The earliest date is September 1<sup>st</sup> and the latest possible date is September 7<sup>th</sup>.

### **Air Conditioning in Maryland Public Schools**

#### **Chart, Maryland Public Schools Air Conditioning Survey**

This chart provides a summary of percentage of schools with and without air-conditioning for each of the 24 LSS's. Seventeen (17) LSS's have 100% of their schools air-conditioned. Allegany, Baltimore, Cecil, Garret, Harford, and Wicomico Counties and Baltimore City do not have all of their schools air-conditioned.

### **Studies Regarding a Post-Labor Day Start date for Maryland Public Schools**

#### **Economic Impact of a Post-Labor Day Start Date for Maryland Public Schools, Bureau of Revenue Estimates, August 14, 2013**

Study highlighting the benefits to Maryland's economy and families if schools were required to start after Labor Day. It reports that 8.5 of Maryland families with school aged children would take either a new day trip or overnight trip in Maryland, another 5.2% would take a new out-of-state trip, and the remaining families would devote a least one additional day to family activities. It also reports that Maryland would actualize \$74.3 million in direct economic activity.

## **Various Newspaper Articles Concerning Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

### **“Mathias Seeks Task Force to Study Later School Start,” The Dispatch, February 22, 2013**

News article announcing Senator Mathias’s introduction of and support for legislation to study a post-Labor Day start time. Highlights the impact felt by local business of losing potential business in August when schools start before Labor Day.

### **“Start school after Labor Day, Md. Is urged,” The Baltimore Sun, August 16, 2013**

News Article reporting on Comptroller Peter Franchot’s release of the August 14, 2013 study entitled “Economic Impact of a post-Labor Day Start Date for Maryland Public Schools.” Highlights the economic impact of a later start date and includes statements from business owners regarding the effect on their businesses under the current calendar system.

### **“One week and counting,” The Baltimore Sun, August 19, 2013**

Editorial disagreeing with Franchot’s report that starting school after Labor Day would have substantial economic rewards for Maryland. This editorial criticizes the methodology used in Franchot’s report, indicates that such a change would place a considerable burden on the public schools, and asks why this report only targets public schools when colleges and universities also begin before Labor Day. Finally, it proposes that the more important issue is whether or not Maryland is educating its students to their high potential and hints at the benefits to year-round schooling. Finally it concludes with the notion that our sole focus of public education should be on better outcomes for students.

### **“Starting School after Labor Day has serious benefits,” The Baltimore Sun, August 21, 2013**

Letter to the editor from Peter Franchot, Comptroller of Maryland concerning the Sun’s August 18, 2013 editorial, “One week and Counting.” Mr. Franchot expresses his disappointment with the editorial citing it mocked serious educational policy changes that would benefit families, small business, and the economy. He further cites the Sun’s own website that indicates that 88% of its readers support a post-Labor Day Start. He also reiterated the financial gains and increased family time that Marylanders would benefit from.

### **“Shorter school summer break is better policy,” The Baltimore Sun, August 21, 2013**

Letter to the editor from Barbara Payne Shelton, educational consultant and adjunct faculty at Towson University concerning the August 15, 2013 article, “Post-Labor Day school start pushed as economic benefit.” Ms. Shelton expresses her dismay at Franchot’s suggestion of a post Labor-Day start date citing that his report gave no indication that families would take more vacations, that no consideration was given to the economic impact on families who need to find additional child care, and most importantly that no attention was paid to the children’s education. She further indicated that research indicates that students lose knowledge during the summer vacation and as such if we are to improve our educational system we should be discussing shortening the length of the summer break.

**“Saving summer at the expense of student learning,” The Washington Post, August 21, 2013**  
Editorial opposing a post-Labor Day start citing the costs of a later start date greatly outweigh the benefits. The editorial cites that summer vacation contributes to the achievement gap between low-income students and their middle-class and affluent peers and identifies that Baltimore’s lower-income students would like suffer more from Franchot’s proposed calendar change.

**“Franchot gains O’Malley’s support on school start,” The Baltimore Sun, August 21, 2013**  
News Article reporting that Franchot’s campaign to start schools after Labor Day has received the cautious support of Governor Martin O’Malley. O’Malley’s spokesperson further indicated that O’Malley wants to wait to act until after the task force makes its recommendations but that he realizes that tourism is important to Maryland economy.

**“Post-Labor Day school start merits investigation,” The Baltimore Sun, August 22, 2013**  
Letter to the editor from David D. Reel, President and CEO of the Maryland Hotel and Lodging Association; Kathleen T. Snyder, President and CEO of the Maryland Chamber of Commerce; and Thomas B. Riford, President and CEO of the Hagerstown and Washington County Convention and Visitors Bureau concerning the August 19, 2013 Baltimore Sun editorial, “One week and counting.” This letter emphasizes the importance of this task force and asks the editorial board of the Baltimore Sun to allow the Task Force to issue its findings before “prejudging an issue that can have a profound effect on the economy and education system of Maryland.”

**“Franchot’s school proposal doesn’t hold water,” The Baltimore Sun, August 22, 2013**  
Letter to the editor from David Shauck, Teacher Baltimore County Public Schools concerning the August 15, 2013 article “Post-Labor Day school start pushed as economic benefit.” This letter disagrees with Franchot’s plan to start schools after Labor Day citing the 180 school day requirement, which would require schools to remain open later in June. Mr. Shauck indicates that under Franchot’s plan businesses would be impacted in June and children in schools without air condition may also be affected.

**“Our say: Delaying school’s start a backward-looking idea,” Capital Gazette, August 23, 2013**  
Editorial criticizing Franchot’s report citing the families already have sufficient time to vacation, that trimming holidays and teacher preparation days from school calendars to meet the 180-day requirement will not be received well by school systems and teacher unions, and that the anticipated revenue is minimal. Finally the editorial recommends reducing the duration of summer vacation to eliminate the need for re-teaching that occurs in the beginning of each school year due to students loss of academic skills.

**“Let summer last,” The Star Democrat, August 26, 2013**

Editorial supporting Franchot’s policy change to require Maryland public schools to start after Labor Day. Article cites that this delayed start date would benefit to Maryland families, small businesses and tourism, and states that this proposal could be a win-win for the educational system and the economy.

**“Year-round school would benefit kids, economy,” The Baltimore Sun, August 27, 2013**

Letter to the editor from Elizabeth Heubeck, Freelance writer, concerning Comptroller Peter Franchot’s recently released report suggesting a later school start. This letter disagrees with Franchot’s plan stating that families are not “in the frame of mind” to take a vacation the week before Labor Day; she proposes that they are in fact preparing for the start of school. Ms. Heubeck goes further to propose a drastic change to make school year-round, with a greater number of shorter breaks throughout the 12-month period. She further stipulates that if teachers were not spending the first several week of school reviewing what was forgotten over the summer, that perhaps it would help the United States be better positioned to complete with our global counterparts.

**“Summer programs needed to boost student achievement,” the Baltimore Sun, August 27, 2013**

Letter to the editor from Matthew Boulay, Chairman of the National Summer Learning Association, concerning Comptroller Peter Franchot’s recently released report and Governor O’Malley’s Support of it in “Franchot gains O’Malley’s support on school start.” Mr. Boulay argues that the issue is not when school starts but assuring that all children have access to meaningful summer experiences; citing research completed by Johns Hopkins University and Baltimore City Public Schools which demonstrated that children that do not have stimulating experiences over the summer suffer significant academic losses. He challenges policymakers to research the need for strong summer programming to reduce the achievement gap and dropout rate while strengthening our families, communities, and workforce.

**“Don’t reject out of hand a post-Labor Day start for schools,” The Baltimore Sun, September 4, 2013**

Letter to the editor from Senator Jim Mathias, representing Somerset, Worcester, and Wicomico counties and Delegate Wendell Beitzel, representing Allegany and Garrett counties, concerning the August 19, 2013 editorial “One week and counting.” This letter expresses disappointment that The Sun did not allow the task force to opportunity to study this issue and release its report prior to providing their opinion. Furthermore, it emphasizes the economic impact that Maryland could experience, that families would have more time together, and that some students and teachers rely on additional summer income to support their families.

## Chapter 336

(Senate Bill 963)

AN ACT concerning

### **Task Force to Study a Post–Labor Day Start Date for Maryland Public Schools**

FOR the purpose of establishing the Task Force to Study a Post–Labor Day Start Date for Maryland Public Schools; providing for the membership, chair, and staff for the Task Force; prohibiting a member of the Task Force from receiving certain compensation; authorizing a member of the Task Force to receive reimbursement for certain expenses; requiring the Task Force to study issues relating to a post–Labor Day start date for Maryland public schools; requiring the Task Force to report to the Governor and the General Assembly on or before a certain date; providing for the termination of this Act; and generally relating to the Task Force to Study a Post–Labor Day Start Date for Maryland Public Schools.

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That:

(a) There is a Task Force to Study a Post–Labor Day Start Date for Maryland Public Schools.

(b) The Task Force consists of the following members:

(1) two members of the Senate of Maryland, appointed by the President of the Senate;

(2) two members of the House of Delegates, appointed by the Speaker of the House;

(3) the State Superintendent of Schools, or the State Superintendent's designee; and

(4) the following members, appointed by the Governor:

(i) four representatives of local school systems in the State, two of whom are teachers;

(ii) one representative of the Maryland State Education Association;

(iii) four representatives of businesses impacted by summer tourism;

(iv) one representative of the Maryland Tourism Development Board;

(v) one student who attends a Maryland public high school;

(vi) one parent of a student enrolled in a Maryland public elementary school;

(vii) one parent of a student enrolled in a Maryland public middle school; and

(viii) one parent of a student enrolled in a Maryland public high school.

(c) The Governor shall designate the chair of the Task Force.

(d) The State Department of Education shall provide staff for the Task Force.

(e) A member of the Task Force:

(1) may not receive compensation as a member of the Task Force; but

(2) is entitled to reimbursement for expenses under the Standard State Travel Regulations, as provided in the State budget.

(f) The Task Force shall study the impact of moving the start date of the public school year in the State to after Labor Day on the following areas:

(1) the education system, including the academic calendar, planning, administration, and facilities use;

(2) the economy; and

(3) summer tourism.

(g) On or before June 30, 2014, the Task Force shall report its findings and recommendations to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2013. It shall remain effective for a period of 1 year and, at the end of June 30, 2014, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

**Approved by the Governor, May 2, 2013.**

Department of Legislative Services  
Maryland General Assembly  
2013 Session

FISCAL AND POLICY NOTE

Senate Bill 963

(Senator Mathias, *et al.*)

Education, Health, and Environmental Affairs

Ways and Means

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Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools

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This bill establishes a Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools. The task force must study the impact of moving the start date of the public school year to after Labor Day on the economy and summer tourism, as well as on the education system, including the academic calendar, planning, administration, and facilities use. The Maryland State Department of Education (MSDE) must provide staff for the task force. The task force must report its findings and recommendations to the Governor and the General Assembly by June 30, 2014.

The bill takes effect July 1, 2013, and terminates June 30, 2014.

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Fiscal Summary

**State Effect:** Any expense reimbursements for task force members and staffing costs for MSDE are assumed to be minimal and absorbable within existing resources.

**Local Effect:** None.

**Small Business Effect:** None.

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Analysis

**Current Law:** Public schools must be open for at least 180 days and 1,080 school hours during a 10-month period. However, under certain conditions (a natural disaster, civil disaster, and severe weather conditions), the State Board of Education may permit schools only to be open for 1,080 school hours.



In case of emergency, the State Board of Education may open schools on holidays. The State has designated several days as public school holidays. They include the following:

- Thanksgiving Day and the day after;
- Christmas Eve through January 1;
- Martin Luther King, Jr. Day;
- Presidents' Day;
- Good Friday and Easter Monday;
- Memorial Day; and
- primary and general election days for most counties.

Labor Day is a holiday for State employees and is 1 of 11 mandatory bank holidays.

**Background:** Labor Day, the first Monday in September, is, according to the U.S. Department of Labor, a tribute to the contributions workers have made to the strength, prosperity, and well-being of our country. Local school systems in Maryland are typically closed on Labor Day.

According to posted calendars for the 2012-2013 school year, all 24 local school systems opened school for at least some students before Labor Day. Seventeen school systems opened on August 27, or five school days before Labor Day. Of the remaining seven school systems, three (Cecil, St. Mary's, and Washington counties) opened school on August 22; three (Calvert, Dorchester, and Talbot counties) opened school on August 21; and Prince George's County opened school for student attendance on August 20 (10 school days prior to Labor Day). Several school systems begin the school year for kindergarten and/or prekindergarten a few days after the start date for other students. For the 2012-2013 school year, Prince George's County public schools are scheduled to close on June 7 and school systems statewide are scheduled to be closed for attendance by mid-June.

Per Code of Maryland Regulations (COMAR), the fall sports season begins the sixth Saturday following the first full week in July (*i.e.*, before Labor Day). Participating schools may not participate in a regularly scheduled game until at least 20 calendar days have elapsed after and including the first day of practice. Golf is the only exception to this regulation. Fall sports include cross country, football, field hockey, golf, soccer, and volleyball. According to the rules set forth in COMAR, the first practice day for fall sports was August 11 in 2012 and will be set at August 17 for 2013.

## **Additional Information**

**Prior Introductions:** None.

**Cross File:** HB 1502 (Delegate Healey, *et al.*) – Ways and Means.

**Information Source(s):** U.S. Department of Labor, Maryland State Department of Education, Department of Legislative Services

**Fiscal Note History:** First Reader - March 13, 2013  
mlm/rhh

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Analysis by: Scott P. Gates

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# **Statute Text**

## **Article Education**

§7–103.

(a) Except as provided in subsections (b), (e), and (f) of this section, each public school under the jurisdiction of a county board:

(1) (i) Shall be open for pupil attendance for at least 180 actual school days and a minimum of 1,080 school hours during a 10–month period in each school year; or

(ii) If normal school attendance is prevented because of conditions described in subsection (b) of this section, shall be open for at least 1,080 hours during a 10–month period;

(2) Shall be open for pupil attendance a minimum of 3 hours during each school day; and

(3) May not be open on Saturdays, Sundays, or holidays in order to meet the 180–day or 1,080–hour requirement of this subsection.

(b) (1) If a county board submits a written application to the State Board that describes a demonstrated effort by the county board to comply with subsection (a) of this section, the State Board may permit:

(i) Adjustments in the length of the school year;

(ii) Exceptions from the requirement that the school year be completed within a 10–month period;

(iii) Adjustments in the length of the school day; and

(iv) Schools to be open on holidays.

(2) These adjustments may be granted only if normal school attendance is prevented because of:

(i) Natural disaster;

(ii) Civil disaster; or

(iii) Severe weather conditions.

(3) Education funding from State or local sources may not be reduced if there are less than 180 school days in any year because of an approved application under this subsection.

(4) In case of emergency, the State Board may open schools on holidays.

(c) (1) The following days are public school holidays:

(i) Thanksgiving Day and the day after;

(ii) Christmas Eve and from then through January 1;

(iii) Martin Luther King, Jr. Day;

(iv) Presidents' Day;

(v) The Friday before Easter and from then through the Monday after Easter;

(vi) Memorial Day; and

(vii) Primary and general election days.

(2) If the federal and State observances of a holiday are on different days, the board of education of each county shall determine which date shall be the date of observance for the public schools within the county.

(3) The public schools shall devote a part of the day to appropriate exercises for the following days:

- (i) Washington's Birthday;
- (ii) Lincoln's Birthday;
- (iii) Veterans' Day;
- (iv) Columbus Day;
- (v) Arbor Day; and
- (vi) Any other day of national significance.

(4) Notwithstanding any other provisions of this article, the public schools, in the following counties, may remain open and in session on primary and general election days:

- (i) Calvert;
- (ii) Caroline;
- (iii) Dorchester;
- (iv) Kent;
- (v) Talbot; and
- (vi) Worcester.

(d) Except as provided in subsection (e) of this section, the State Board shall divide the school year into the terms it considers appropriate.

(e) (1) The county boards of Allegany, Anne Arundel, Calvert, Howard, Montgomery, and Prince George's counties, and the Board of School Commissioners of Baltimore City, may elect to operate one or more schools within the county or Baltimore City on a year-round basis, provided that the 180-day and the minimum hour requirements under this section are met.

(2) Nothing in this section precludes a county board from conducting a year-round pilot study or program that is funded by the county board.

(f) Publicly funded prekindergarten programs are not subject to the requirements of subsection (a) of this section.

**.04 Length of the School Year.**

A. Schools shall be open a minimum of 180 days per year. In implementing Education Article, §7-103, Annotated Code of Maryland, a waiver of the 180-day requirement will be granted by the State Board of Education to local school systems only when:

(1) They demonstrate that sufficient effort has been made through calendar planning and modification; and

(2) Natural or civil disasters or severe weather conditions are sufficiently significant to warrant waiver.

B. The closing of individual schools does not require a waiver by the State Board of Education but may be granted by permission of the State Superintendent of Schools upon request of the local superintendent of schools.

C. Application for Waiver.

(1) In the required written application for waiver of school days, it shall be demonstrated that:

(a) The local school system developed a calendar which included days to be used to make up days lost. Depending upon past experience, this number could range from 3 to 10 days throughout the State. The local school system calendar shall have identified those potential make-up days which could have been used as student days when calendar modification becomes necessary; that is, make-up days, student vacation days, etc.

(b) The local school system has modified its calendar by scheduling school on the make-up days provided in the original calendar and by extending the school year 5 days beyond the previously scheduled closing date.

(2) In considering this application, the State Board of Education may waive:

(a) The final day needed to complete the 180-day schedule if that day falls on a Monday;

(b) Additional days beyond those specified in §C(1)(b) of this regulation that would have to be added to the calendar to complete a 180-day schedule.

13A.03.02.12

## **.12 General Provisions.**

A. Length of School Year. Maryland public high schools shall be open for at least 180 school days and a minimum of 1,170 school hours during a 10-month period in each school year.

B. Transfer Students.

(1) Attendance Requirements.

(a) To receive a diploma, a student shall be in attendance at a Maryland public high school one full semester immediately preceding graduation in addition to meeting the other diploma requirements.

(b) In cases where this requirement creates an undue hardship for a student transferring to or from a Maryland nonpublic school or from an out-of-State school and wishing to receive a Maryland high school diploma, the local superintendent of schools may waive the one full semester attendance requirement.

(c) Exception shall be made for a student with disabilities in a State-approved nonpublic program.

(d) Students transferring from one Maryland public high school to another during the second semester of their senior year and meeting all requirements for graduation shall be given the option of graduating from either high school by agreement of the local superintendent of schools or the respective local superintendents when more than one local school system is involved.

(2) Maryland High School Assessment Exemption Requirements.

(a) A student who transfers from a nonpublic school or a school out of State is exempt from one or more of the Maryland High School Assessments if, consistent with local school system policy and procedure, the principal of the Maryland public school in which the student enrolls determines that the course taken is aligned with the relevant High School Assessment and awards the student credit for taking any of the courses aligned with the High School Assessments, that is, algebra/data analysis, biology, English, or government, or all of these, in accordance with the principles set forth in §B(2)(c) of this regulation.

(b) A student who transfers from a nonpublic school or a school out of State and has not received credit for algebra/data analysis but has demonstrated mastery of the core learning goals of algebra/data analysis either through an evaluation or successful completion of subsequent mathematics courses for which algebra/data analysis is a prerequisite is exempt from the Maryland High School Assessment for algebra/data analysis.

(c) To award credit for taking any of the courses aligned with the High School Assessments, that is, algebra/data analysis, biology, English, or government, a principal shall determine through the following considerations whether the transfer student demonstrates subject matter knowledge aligned with the content standards for the subject:

(i) Administration of standardized tests and examinations;

(ii) Observation of the student in the classroom;

(iii) Use of interviews that are focused around the student's demonstration of course content knowledge and performance levels; and

(iv) Inspection of transcripts, report cards, and other documentation.

(d) A student who transfers from a nonpublic school or from a school out of State into a local school system after the first semester of his or her senior year is exempt from the Maryland High School Assessment Requirements.

(e) The exemption provided in §B(2)(d) of this regulation does not apply to a student with disabilities in a State-approved nonpublic program.

(3) Local Graduation Requirements. A student who enters a local school system in his or her senior year shall be granted a waiver from locally established graduation requirements unless the student chooses to fulfill the requirements.

(4) Unavailability of Official Transcript. If the transcript of record is not available, a local superintendent of schools or designee shall determine the appropriate placement of the student within the high school program by an evaluation of the student that shall include one or more of the following:

- (a) Administration of standardized tests and examination;
- (b) Observation of the student in a classroom setting;
- (c) Use of interviews that are focused around the student's demonstration of course content knowledge and performance levels;
- (d) Inspection of report cards and other documentation.

C. Notice to Parents or Guardians and Students. Each principal shall inform all students and their parents or guardians annually at a minimum of the following:

- (1) Maryland's graduation requirements;
- (2) The student's progress on fulfilling the credit, Maryland High School Assessment, service, and applicable IEP requirements for graduation;
- (3) The results of each Maryland High School Assessment taken by the student;
- (4) A plan for appropriate assistance, if applicable; and
- (5) The Department's schedule for Maryland School Assessment and Maryland High School Assessment administration.

D. Grading and Reporting.

- (1) Each local school system shall develop a written policy on grading and reporting that shall include but not be limited to the following:
  - (a) Establishment of instructional objectives and standards of performance for each course;
  - (b) Factors to be used in determining grades;
  - (c) Reporting contacts between parent (guardian) and teacher; and
  - (d) Compliance with the student record requirements as set forth in COMAR 13A.08.02.
- (2) Each local school system shall file its policies on grading and reporting with the State Superintendent of Schools.

# SCHOOL YEAR 2013-2014

## MARYLAND STATE DEPARTMENT OF EDUCATION PUBLIC SCHOOL OPENINGS AND CLOSINGS

Revised 8/20/2013

SCHOOL SYSTEM	FIRST DAY	MSEA	THANKSGIVING HOLIDAY	WINTER BREAK	SPRING BREAK	OTHER CLOSINGS AND HOLIDAYS	LAST DAY
Allegany	Aug 26		Nov 28-Dec 2	Dec 23-Jan 1	Apr 17-21	9/2, 10/3, 1/20, 2/6; 2/17, 5/26	May 30
Anne Arundel	Aug 26**	Oct 18	Nov 27-29	Dec 23-Jan 1	Apr 14-21	9/2, 9/5, 11/25, 11/26, 1/20, 1/27, 1/28, 2/17, 5/26	June 17
Baltimore City	Aug 26		Nov 28-29	Dec 23-Jan 1	Apr 14-21	9/2, 9/27, 10/17, 10/18, 11/15, 1/20, 1/31, 2/17, 4/4, 5/26	June 16
Baltimore	Aug 26	Oct 18	Nov 28-29	Dec 23-Jan 1	Apr 14-21	9/2, 9/5, 11/1, 1/15, 1/20, 1/21, 2/17, 3/31, 5/26	June 17
Calvert	Aug 20	Oct 18	Nov 27-29	Dec 23-Jan 1	Apr 14-21	9/2, 9/18, 9/27, 11/11, 1/20, 1/29, 2/5, 2/17, 3/21, 5/26	June 12
Caroline	Aug 26	Oct 18	Nov 27-29	Dec 23-Jan 3	Apr 17-21	9/2, 9/13, 11/11, 12/11, 1/20, 1/21, 2/17, 4/4, 5/26	June 13
Carroll	Aug 26	Oct 18	Nov 28-29	Dec 23-Jan 1	Apr 14-21	9/2, 9/5, 1/20, 1/21, 2/17, 2/18, 5/26	June 12
Cecil	Aug 22##	Oct 18	Nov 27-29	Dec 23-Jan 1	Apr 18-21	9/2, 10/21, 11/1, 1/16, 1/17, 1/20, 2/14, 2/17, 3/28, 3/31, 4/17, 5/23, 5/26	June 6
Charles	Aug 26	Oct 18	Nov 27-29	Dec 23-Jan 3	Apr 14-21	9/2, 9/13, 11/6, 11/11, 1/20, 1/27, 2/5, 2/17, 5/26	June 12
Dorchester	Aug 26+	Oct 18	Nov 27-29	Dec 23-31	Apr 18-21	9/2, 9/30, 10/1, 12/9, 1/1, 1/20, 2/17, 2/24, 5/26	June 10
Frederick	Aug 19	Oct 18	Nov 27-29	Dec 23-Jan 1	Apr 14-21	9/2, 9/5, 9/20, 10/25, 1/13, 1/20, 2/17, 2/18, 3/21, 5/26	June 11
Garrett	Aug 26		Nov 28-29	Dec 23-31	Apr 14-17	9/2, 10/11, 12/2, 1/1, 1/20, 2/17, 4/18, 4/21, 5/26	June 3
Harford	Aug 26	Oct 18	Nov 28-29	Dec 23-Jan 1	Apr 16-21	9/2, 9/5, 10/31, 11/1, 1/20, 1/21, 1/22, 2/17, 4/14, 4/15, 5/26	June 9
Howard	Aug 26	Oct 18	Nov 28-29	Dec 23-Jan 1	Apr 14-21	9/2, 9/5, 11/1, 11/27, 1/20, 1/21, 2/14, 2/17, 4/24, 5/16, 5/26	June 18
Kent	Aug 26#	Oct 18	Nov 27-29	Dec 23-Jan 1	Apr 14-21	8/30, 9/2, 10/17, 10/21, 1/20, 1/21, 2/17, 5/26	June 13
Montgomery	Aug 26	Oct 18	Nov 28-29	Dec 23-31	Apr 14-17	9/2, 9/5, 1/1, 1/20, 1/21, 2/17, 3/28, 4/18, 4/21, 5/26	June 12
Prince George's	Aug 19	Oct 18	Nov 27-29	Dec 23-Jan 1	Apr 14-21	9/2, 9/5, 9/27, 10/28, 11/11, 1/17, 1/20, 2/14, 2/17, 3/28, 5/26	June 6
Queen Anne's	Aug 26++	Oct 18	Nov 27-29	Dec 23-Jan 1	Apr 17-22	9/2, 10/17, 11/4, 1/20, 1/21, 1/22, 2/17, 5/26	June 12
St. Mary's	Aug 21	Oct 18	Nov 28-29	Dec 23-31	Apr 14-17	9/2, 9/20, 10/14, 11/11, 11/27, 1/1, 1/17, 1/20, 2/17, 4/18, 4/21, 5/2, 5/26	June 12
Somerset	Aug 26	Oct 18	Nov 28-29	Dec 23-Jan 3	Apr 17-21	8/30, 9/2, 9/23, 10/21, 11/27, 1/20, 1/24, 2/14, 2/17, 5/26	June 12
Talbot	Aug 27	Oct 18	Nov 27-29	Dec 19-Jan 1	Apr 17-22	9/2, 10/17, 11/7, 11/8, 1/20, 1/21, 2/17, 5/2, 5/26	June 11
Washington	Aug 21	Oct 18	Nov 27-29	Dec 23-31	Apr 14-21	9/2, 10/28, 10/29, 1/1, 1/20, 1/21, 2/17, 3/27, 3/28, 5/26	June 12
Wicomico	Aug 26*	Oct 18	Nov 27-29	Dec 23-Jan 3	Apr 17-21	9/2, 9/27, 11/4, 1/20, 1/24, 2/17, 3/31, 5/26	June 6
Worcester	Aug 26	Oct 18	Nov 27-29	Dec 23-Jan 3	Apr 17-21	9/2, 11/4, 11/5, 1/20, 1/27, 2/17, 3/28, 5/26	June 12
SEED School	Aug 26		Nov 27-29	Dec 23-Jan 3	Apr 14-18	9/2, 11/25, 11/26, 1/20, 2/17, 4/21, 5/26	June 13

Save:SchoolOpeningsClosings2013-14

\*WI Aug 26 Grades 1-6, 9 all grades Pittsville, Grade 6 at Mardella; Aug 27 grades 1-12

\*\*AA Aug 26 grades 1-5, 6 & 9, Aug 27 grades 1-12

# KENT Aug 26 grades k-5, 6 & 9, Aug 27 grades k-12 (10/16-schools open, 10/21 schools closed)

+DOR Aug 26 grades 1-5, 6 and 9, Aug 27 grades 1-12

++ QA Aug 26 grades 1-9, Aug 27 grades 10-12

## Cecil Aug 22 grades 1-12, Aug 27 pre-k & k



## School Start and End Dates - 10 Years of Historical Data

[illegible]

**SCHOOL SYSTEM CLOSURES**  
**December 21-23, 2009 and February 8-16, 2010**

**\*Opened On President's Day (2/25)**

**\*\* Opened on Prof. Development Day**

School System	Dec 21, 2009	Dec 22, 2009	Dec 23, 2009	Feb 8	Feb 9	Feb 10	Feb 11	Feb 12	Feb 16	Emergency days in calendar	# days closed 08/09 - 2/19/10+
Allegany	Closed	2 hour delay	Open	Closed	Closed	Prof dev	Closed	Closed	Prof dev	8 days added to end	<b>9</b>
Anne Arundel	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	4 days included in cal.	<b>10</b>
Baltimore City	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	5 days added to end	<b>9</b>
Baltimore	Closed	Closed	2 hr. delay	Closed	Closed	Closed	Closed	Closed	Closed	7 days included in cal.	<b>8</b>
Calvert	Closed	Closed	Winter Break	Closed	Closed	Closed	Closed	Closed	Closed	2 hour	5 days included in cal.
Caroline	Winter Break	Winter Break	Winter Break	Closed	Closed	Closed	Closed	Closed	Closed	4 days included in cal.	<b>8</b>
Carroll	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Prof dev	5 days included in cal.	<b>8</b>
Cecil	Closed	Closed	Winter Break	Closed	Closed	Closed	Closed	Closed	2 hour	7 days added to end	<b>8</b>
Charles	Winter Break	Winter Break	Winter Break	Closed	Closed	Closed	Closed	Closed	2 hour	4 days included in cal.	<b>7</b>
Dorchester	Winter Break	Winter Break	Winter Break	Closed	Closed	Closed	Closed	Closed	1 hour	5 days include in cal.	<b>9</b>
Frederick	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	5 days included in cal.	<b>12</b>
Garrett	Open	Open	Open	2 hr. delay	Closed	Closed	Closed	Closed	Closed	5 days included in cal.	<b>17</b>
Harford	Closed	Closed	2 hour delay	Closed	Closed	Closed	Closed	Closed	Closed	4 days added to end /2 days identified in cal.	<b>9</b>
Howard	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	5 days added to end	<b>8</b>
Kent	Closed	Closed	Winter Break	Closed	Closed	Closed	Closed	Closed	Closed	5 days included in cal.	<b>8</b>
Montgomery	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	2 hour	4 days included in cal. Will add 5 days if nec.	<b>9</b>
Prince George's	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Prof dev	Closed	4 days added to end	<b>9</b>
Queen Anne's	Winter Break	Winter Break	Winter Break	Closed	Closed	Closed	Closed	Closed	90 min	5 days added to end <b>*OPEN 2/15</b> <b>**2/16</b>	<b>7</b>
St. Mary's	Closed	Closed	Winter Break	Closed	Closed	Closed	Closed	Closed	1 hour	5 days included in cal. Other days identified	<b>10</b>
Somerset	Winter Break	Winter Break	Winter Break	Closed	Closed	Closed	Closed	Closed	1 hour	3 days included in cal.	<b>8</b>
Talbot	Winter Break	Winter Break	Winter Break	Closed	Closed	Closed	Closed	Closed	Open	Days added to end <b>*OPEN 2/15</b>	<b>8</b>
Washington	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	2 hour	8 days included in cal.	<b>8</b>
Wicomico	Closed	Closed	Winter Break	Closed	Closed	Closed	Closed	Closed	2 hour	5 days added to end	<b>11</b>
Worcester	2 hrs delay	Open	Winter Break	Closed	Closed	Closed	Closed	Closed	2 hour	3 days included in cal.	<b>9</b>



## Labor Day in United States

Labor Day is annually held on the first Monday of September. It was originally organized to celebrate various labor associations' strengths of and contributions to the United States economy. It is largely a day of rest in modern times. Many people mark Labor Day as the end of the summer season and a last chance to make trips or hold outdoor events.



Labor Day is a day of rest for many people.

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### Quick Facts

Labor Day is a federal holiday in the United States. It gives workers a day of rest and it celebrates their contribution to the American economy.

### Local names

Name	Language
Labor Day	English
Día del Trabajo	Spanish

### Labor Day 2013

Monday, September 2, 2013

### Labor Day 2014

Monday, September 1, 2014

[List of dates for other years](#) ▶

## What do people do?

Labor Day is a day of rest or the last chance for many people to go on trips before the summer ends. For students, it is the last chance to organize parties before school starts again. In some neighborhoods, people organize fireworks displays, barbecues and public arts or sports events. The football season starts on or around Labor Day and many teams play their first game of the year during Labor Day weekend.

Traditionally, people did not wear white clothes, particularly shoes, after Labor day. However, this custom is slowly dying out. More and more people now wear white all year round, rather than just in the summer. Similarly, it is the custom to wear a straw cowboy hat from Memorial Day until Labor Day, then a felt one until Memorial Day comes around again.

May 1 is Lei Day in Hawaii, where celebrations include lei-making competitions, concerts, as well as giving and receiving leis to friends and family.

## Public life

Labor Day is a federal holiday. All Government offices, schools and organizations and many businesses are closed. Some public celebrations, such as fireworks displays, picnics and barbecues, are organized, but they are usually low key events. For many teams, it is the start of the football season. As it is the last chance for many people to take summer trips, there may be some congestion on highways and at airports. Public transit systems do not usually operate on their regular timetables.

## Background

The first Labor Day was held in 1882. Its origins stem from the desire of the Central Labor Union to create a holiday for workers. It became a federal holiday in 1894. It was originally intended that the day would be filled with a street parade to allow the public to appreciate the work of the trade and labor organizations. After the parade, a festival was to be held to amuse local workers and their families. In later years, prominent men and women held speeches. This is less common now, but is sometimes seen in election years. One of the reasons for choosing to celebrate this on the first Monday in September was to add a holiday in the long gap between Independence Day and Thanksgiving.

# About Labor Day in other countries

Read more about [Labor Day](#).

## Labor Day Observances

Weekday ↕	Date ↕	Year ▲	Name	Holiday type	Where it is observed
Mon	Sep 3	1990	Labor Day	National holiday	
Mon	Sep 2	1991	Labor Day	National holiday	
Mon	Sep 7	1992	Labor Day	National holiday	
Mon	Sep 6	1993	Labor Day	National holiday	
Mon	Sep 5	1994	Labor Day	National holiday	
Mon	Sep 4	1995	Labor Day	National holiday	
Mon	Sep 2	1996	Labor Day	National holiday	
Mon	Sep 1	1997	Labor Day	National holiday	
Mon	Sep 7	1998	Labor Day	National holiday	
Mon	Sep 6	1999	Labor Day	National holiday	
Mon	Sep 4	2000	Labor Day	National holiday	
Mon	Sep 3	2001	Labor Day	National holiday	
Mon	Sep 2	2002	Labor Day	National holiday	
Mon	Sep 1	2003	Labor Day	National holiday	
Mon	Sep 6	2004	Labor Day	National holiday	
Mon	Sep 5	2005	Labor Day	National holiday	
Mon	Sep 4	2006	Labor Day	National holiday	
Mon	Sep 3	2007	Labor Day	National holiday	
Mon	Sep 1	2008	Labor Day	National holiday	
Mon	Sep 7	2009	Labor Day	National holiday	
Mon	Sep 6	2010	Labor Day	National holiday	
Mon	Sep 5	2011	Labor Day	National holiday	
Mon	Sep 3	2012	Labor Day	National holiday	
Mon	Sep 2	2013	Labor Day	National holiday	
Mon	Sep 1	2014	Labor Day	National holiday	
Mon	Sep 7	2015	Labor Day	National holiday	
Mon	Sep 5	2016	Labor Day	National holiday	
Mon	Sep 4	2017	Labor Day	National holiday	
Mon	Sep 3	2018	Labor Day	National holiday	
Mon	Sep 2	2019	Labor Day	National holiday	
Mon	Sep 7	2020	Labor Day	National holiday	

## Other holidays in September 2013 in United States

- [Rosh Hashana](#) —Thursday, September 5, 2013
- [Carl Garner Federal Lands Cleanup Day](#) —Saturday, September 7, 2013

## Labor Day in United States

- [International Literacy Day](#) —Sunday, September 8, 2013
- [National Grandparents Day](#) —Sunday, September 8, 2013
- [World Suicide Prevention Day](#) —Tuesday, September 10, 2013
- [Patriot Day](#) —Wednesday, September 11, 2013
- [International Day for South-South Cooperation](#) —Thursday, September 12, 2013
- [International Programmers' Day](#) —Friday, September 13, 2013
- [Friday the 13th](#) —Friday, September 13, 2013
- [Yom Kippur](#) —Saturday, September 14, 2013
- [International Day of Democracy](#) —Sunday, September 15, 2013
- [International Day for the Preservation of the Ozone Layer](#) —Monday, September 16, 2013
- [Constitution Day and Citizenship Day](#) —Tuesday, September 17, 2013
- [International Talk Like a Pirate Day](#) —Thursday, September 19, 2013
- [First Day of Sukkot](#) —Thursday, September 19, 2013
- [National POW/MIA Recognition Day](#) —Friday, September 20, 2013
- [International Day of Peace](#) —Saturday, September 21, 2013
- [Emancipation Day](#) —Sunday, September 22, 2013
- [September equinox](#) —Sunday, September 22, 2013
- [Last Day of Sukkot](#) —Wednesday, September 25, 2013
- [Shmini Atzeret](#) —Thursday, September 26, 2013
- [World Maritime Day](#) —Thursday, September 26, 2013
- [World Tourism Day](#) —Friday, September 27, 2013
- [World Rabies Day](#) —Saturday, September 28, 2013
- [World Heart Day](#) —Sunday, September 29, 2013
- [Gold Star Mother's Day](#) —Sunday, September 29, 2013



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**MARYLAND PUBLIC SCHOOLS AIR CONDITIONING SURVEY**

LEA	Elementary		Middle		High		Other		Total Number Schools	Total Schools with AC	Total Schools without AC	Percentage w/AC 2013		Percentage w/AC 2011	Percentage w/AC 2004
	with AC	without AC	with AC	without AC	with AC	without AC	with AC	without AC							
Allegany	14	0	0	3	2	1	2	0	22	18	4	82%		82%	43%
Anne Arundel	78	0	19	0	12	0	9	0	118	118	0	100%		100%	98%
Baltimore City	too many building variants								163	92	71	56%		56%	45%
Baltimore County	62	44	17	10	16	8	9	3	169	104	65	62%		62%	39%
Calvert	13	0	6	0	4	0	2	0	25	25	0	100%		100%	100%
Caroline	5	0	2	0	2	0	1	0	10	10	0	100%		100%	90%
Carroll	23	0	9	0	8	0	3	0	43	43	0	100%		100%	87%
Cecil	16	1	6	0	5	0	2	0	30	29	1	97%		97%	97%
Charles	21	0	8	0	6	0	2	0	37	37	0	100%		100%	100%
Dorchester	6	0	2	0	2	0	3	0	13	13	0	100%		100%	100%
Frederick	36	0	13	0	10	0	4	0	63	63	0	100%		100%	100%
Garrett	2	6	2	0	0	2	0	1	13	4	9	31%		31%	27%
Harford	33	0	9	0	10	0	0	1	53	52	1	98%		98%	92%
Howard	40	0	19	0	12	0	7	0	78	78	0	100%		100%	100%
Kent	5	0	1	0	1	0	1	0	8	8	0	100%		100%	100%
Montgomery	132	0	38	0	25	0	6	0	201	201	0	100%		100%	100%
Prince George's	127	0	28	0	26	0	8	0	189	189	0	100%		100%	73%
Queen Anne's	8	0	4	0	2	0	0	0	14	14	0	100%		100%	100%
Somerset	5	0	1	0	2	0	2	0	10	10	0	100%		100%	100%
St. Mary's	18	0	5	0	3	0	2	0	28	28	0	100%		100%	100%
Talbot	6	0	1	0	1	0	1	0	9	9	0	100%		100%	100%
Washington	27	0	7	0	9	0	3	0	46	46	0	100%		100%	88%
Wicomico	14	2	2	1	3	0	1	1	24	20	4	83%		83%	63%
Worcester	5	0	4	0	4	0	1	0	14	14	0	100%		100%	100%
<b>STATE TOTAL</b>	<b>621</b>	<b>51</b>	<b>183</b>	<b>13</b>	<b>143</b>	<b>11</b>	<b>59</b>	<b>5</b>	<b>1380</b>	<b>1225</b>	<b>155</b>	<b>89%</b>		<b>89%</b>	<b>78%</b>

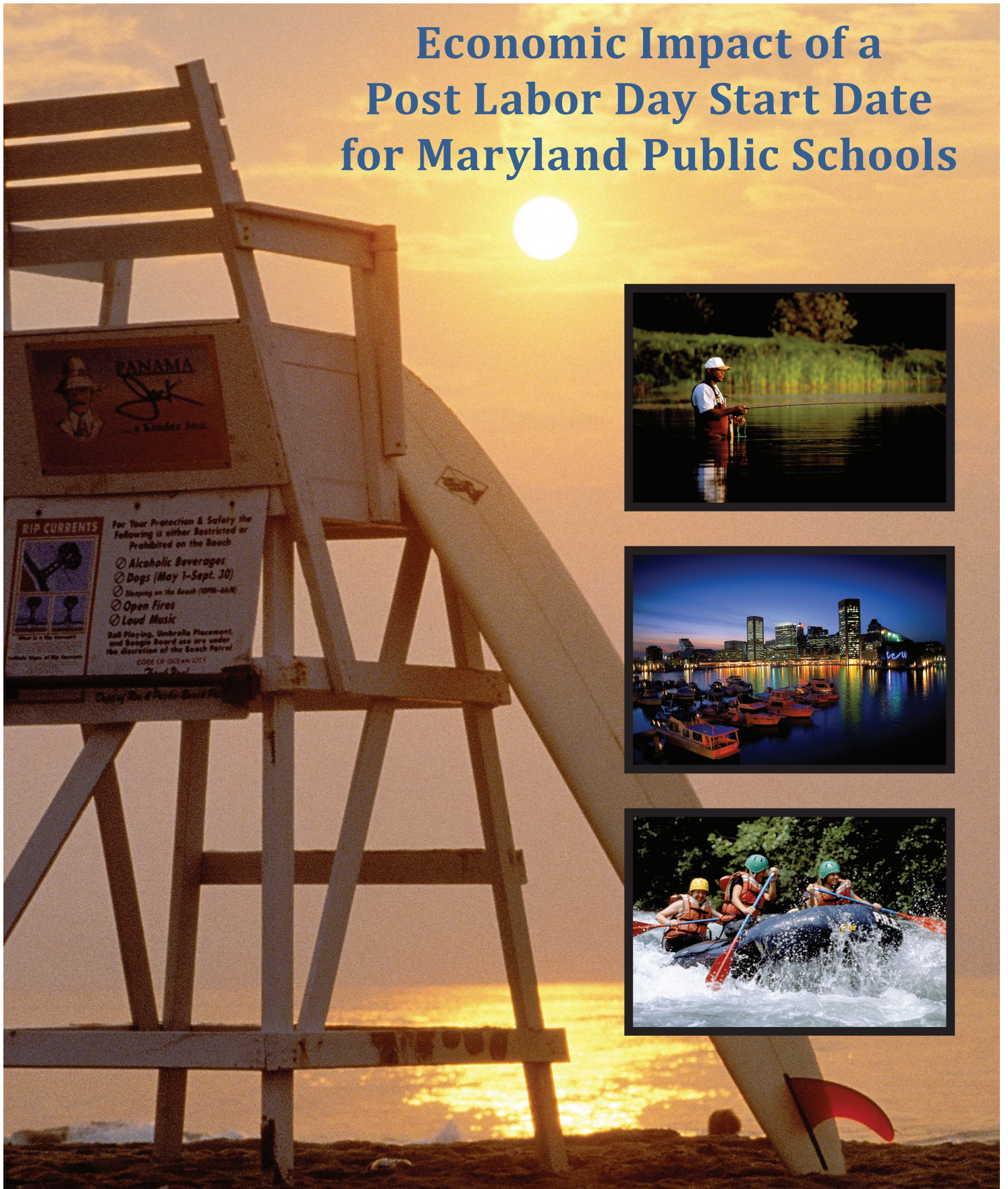
Prepared by Maryland State Department of Education, School Facilities Branch, Contact: Barbara Bice, 410-767-0097

Data as of 2/13/13 based on email and telephone survey conducted between 2/1/13 and 2/13/13.

"With AC" means the general purpose classrooms in the school have cooling with either a central system or window units.



# Economic Impact of a Post Labor Day Start Date for Maryland Public Schools



COMPTROLLER  
of MARYLAND  
*Serving the People*

Peter Franchot

Prepared by the Bureau of Revenue Estimates  
August 14, 2013



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# Executive Summary

A decision to extend the traditional summer vacation beyond the Labor Day holiday for all public county school systems in Maryland would have a positive net economic and revenue impact for businesses and governments across the state. It would defer the start of the new academic year by six to 14 days for school year 2013-2014, depending upon the jurisdiction. In so doing, it would mitigate, for many Maryland families, the natural scheduling constraints that are created by the placement of the Labor Day holiday – the longtime, traditional capstone to the summer tourist season – within the confines of the public school calendar. While Labor Day weekend in Maryland is more commonly associated with family trips to resort destinations such as Ocean City and Deep Creek Lake, and for good reason, the aforementioned time window also coincides with other major events occurring throughout the state. They include, but are not limited to, the Maryland State Fair in Timonium, the Grand Prix of Baltimore and four weeknight home dates at Oriole Park at Camden Yards.

By eliminating such constraints, an estimated 8.5% of the 514,680 affected families--those with school age children--would take either a new day trip or a new overnight trip to one of Maryland's three top destinations (Baltimore City, Deep Creek Lake, or Ocean City). Another 5.2% would take a new out-of-state day or overnight trip, and the remaining families would devote at least one additional day to a family recreational activity within their own jurisdiction. The net effect for Maryland is an additional \$74.3 million in direct economic activity, including \$3.7 million in new wages and a separate \$7.7 million in state and local revenue. It should also be expressly noted that this estimate only includes the direct economic and tax impacts. Incorporating the indirect and induced activity would result in a significant upward revision of the total impact.

**Table 1**  
**New Direct Economic Activity**  
(Dollars in Millions)

Destination/Category	New Day Trips	New Overnight Trips	Total New Trips	New Economic Activity	New Tax Revenue
Baltimore City	17,670	2,962	20,632	\$16.1	\$1.9
Deep Creek Lake	195	1,795	1,990	\$2.5	\$0.3
Ocean City	11,552	9,449	21,001	\$14.9	\$2.2
Subtotal	29,417	14,206	43,623	\$33.5	\$4.4
Out-of-State	12,777	13,926	26,703	(\$3.5)	(\$0.3)
Baseline In-State Activity				(\$7.8)	(\$0.6)
Net Direct Tourism Impact				\$22.2	\$3.5
Local Family Recreational Impact				\$52.1	\$4.1
<b>TOTAL DIRECT IMPACT</b>				<b>\$74.3</b>	<b>\$7.7</b>

Note 1: Details may not sum to totals due to rounding  
Note 2: New Economic Activity includes new wages

# School Calendar Impact

Currently, all Maryland school districts begin the school year earlier than Labor Day. While the majority of Maryland's twenty-four school districts begin one week prior to Labor Day, some begin even earlier. After weighing the number of additional school days by affected households, Maryland school districts would average an additional 8.7 days of summer vacation if the next school year began on September 3, the day after Labor Day. Table 2, below, shows the 2013-2014 school starting dates and the additional number of summer vacation days if school started the day after Labor Day in each jurisdiction. Under Maryland law, schools are required to be open for at least 180 actual school days and a minimum of 1,080 school hours. In order to adhere to the statute, this report assumes additional summer vacation days added to an individual school district would be accounted for during each school district's current school year calendar. Thus, the school calendar change would allow for an expansion in the number of summer vacation days, as opposed to a shift from one part of the summer to another.

**Table 2**  
**Additional Summer Vacation Days Resulting from Post-Labor Day Start Date for the 2013-2014 School Year**

Jurisdiction	Start Date	Additional Summer Vacation Days	Jurisdiction	Start Date	Additional Summer Vacation Days
Allegany County	26-Aug	7	Harford County	26-Aug	7
Anne Arundel County	26-Aug	7	Howard County	26-Aug	7
Baltimore City	26-Aug	7	Kent County	26-Aug	6
Baltimore County	26-Aug	7	Montgomery County	26-Aug	7
Calvert County	20-Aug	13	Prince George's County	19-Aug	14
Caroline County	26-Aug	7	Queen Anne's County	26-Aug	7
Carroll County	26-Aug	7	Somerset Count	26-Aug	6
Cecil County	22-Aug	11	St. Mary's County	21-Aug	12
Charles County	26-Aug	7	Talbot County	27-Aug	6
Dorchester County	26-Aug	7	Washington County	21-Aug	12
Frederick County	19-Aug	14	Wicomico County	26-Aug	7
Garrett County	26-Aug	7	Worcester County	26-Aug	6

Note : Kent, Somerset and Worcester County are scheduled off the Friday prior to Labor Day

# Direct Economic Impact

The mandate of a post-Labor Day school starting date for the 2013-2014 school year would result in \$74.3 million in new direct economic activity and approximately \$7.7 million in new state and local government revenues. More detail about the composition of the impact is shown in Table 3: net economic activity, exclusive of new wages, would increase by \$70.6 million, state revenue would increase by \$5.2 million, local government revenue would increase by \$2.4 million, and \$3.7 million in new wages would be realized. State and local revenues include personal and corporate income taxes, sales taxes, accommodations taxes, admissions and amusement taxes, as well as certain fees.

**Table 3**  
**Direct Economic Activity and Revenue Generated from Post-Labor Day Start Date**

Economic Activity	\$70,610,232
New Wages	\$3,690,375
State Government Revenue	\$5,231,045
Local Government Revenue	\$2,437,092

The increase in economic activity stems from two components: tourism and family recreational activities. The tourism component accounts for new day and overnight trips to Ocean City, Deep Creek Lake, Baltimore City and out-of-state. Accounting for \$22.2 million in economic activity, the tourism impact represents 30% of the total new economic activity. Further details regarding the impact for each destination are provided later in this section.

Family recreational spending accounts for the remaining impact. Family recreational activities include close-to-home activities such as going to the movies, enjoying a dinner out, hosting a BBQ, attending the Maryland State Fair, attending a baseball game at Oriole Park at Camden Yards or at one of the state's multiple minor-league venues and a myriad of other, similar activities. This impact is estimated at over \$52.1 million, or approximately 70% of new economic activity.

## *Tourism Impact*

While Maryland boasts many tourism destinations, Ocean City, Deep Creek Lake and Baltimore City are the State of Maryland's largest tourism centers and the focus for this component of the study. Using several multi-attribute models which incorporate factors such as income, geography and existing tourism statistics (more detail in methodology section), this report estimates the economic impact that a post-Labor Day starting date for the upcoming school year would have on these three tourism destinations. The aggregate economic activity of these three destinations would account for the vast majority of the in-state tourism impact of a starting date change for the 2013-2014 school year.

**Table 4**  
**In-State Tourism Impact from Post-Labor Day Start Date**

Day Trips	29,417
Overnight Trips	14,206
Economic Activity	\$31,761,505
New Wages	\$1,747,938

## *Ocean City*

---

As Maryland's top family destination, Ocean City visitors experience a classic beach vacation. Families can enjoy over ten miles of beach, where fishing and water sports are bountiful. With just under three miles of boardwalk, families can play at arcades, shop at boutiques, ride amusement rides and dine at restaurants. Additionally, Ocean City boasts several world class golf courses. Lastly, the extension of summer vacation would allow more visitors to enjoy Ocean City's Labor Day Weekend Arts and Crafts Festival.

A post-Labor Day school starting date would produce over 21,000 new trips to Ocean City. As shown in Table 5, Ocean City's economic activity would increase by nearly \$15 million, accounting for 20.1% of the total new economic activity. Due to this increase in economic activity, over \$930,000 in new wages would be generated. Ocean City would see a significant amount of new wages because of its large number of seasonal employees. This wage increase is not necessarily correlated with new jobs because it is likely that seasonal employment would be extended to accommodate the longer summer vacation period.

**Table 5**  
**Ocean City Tourism Impact from Post-Labor Day Start Date**

Day Trips	11,552
Overnight Trips	9,449
Economic Activity	\$14,000,577
New Wages	\$936,875

## *Baltimore City*

---

Boasting the Inner Harbor, the National Aquarium, numerous museums, shops and restaurants, Baltimore City welcomed over 22 million visitors in 2011. Such a diverse range of options and Baltimore's geographic location, generally bordering or very close to the state's population centers, make it a popular destination for resident day trips. In addition to these general tourism activities, a large component of Baltimore City's popularity originates with the city's sports teams and sporting events. A particularly significant occurrence in this analysis is the timing of the Grand Prix of Baltimore. The Grand Prix includes many family-friendly activities and the race event takes place over the Labor-Day weekend.

A post-Labor Day school starting date would bring more than 20,000 new family visitors to Baltimore City--17,670 for day trips and 2,962 for overnight stays. As shown in Table 6, below, Baltimore City's economic activity would increase by over \$16 million, constituting 22.8% of the total new economic activity. We estimate approximately \$650,000 of new wages would be generated from this increase in economic activity. It is important to note that Baltimore City's wage impact is smaller as a share of new economic activity relative to the other tourist destinations. This is largely attributable to the year-round nature of Baltimore's tourism industry relative to the other two destinations.

**Table 6**  
**Baltimore City Tourism Impact from Post-Labor Day Start Date**

Day Trips	17,670
Overnight Trips	2,962
Economic Activity	\$15,442,685
New Wages	\$655,671

## *Deep Creek Lake*

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As the largest freshwater lake in Maryland, Deep Creek Lake welcomes an estimated 1.1 million annual visitors. Families visiting Deep Creek Lake can participate in a wide variety of outdoor activities including golfing, boating, hiking, kayaking and fishing. Families also can enjoy the beauty of Deep Creek Lake by simply relaxing by the fire or taking in the breathtaking scenery.

A post-Labor Day school starting date would produce nearly 2,000 new family visitors to Deep Creek Lake. As shown in Table 7, below, Deep Creek Lake's economic activity would increase by over \$2.3 million or 3.3% of the total new economic activity. Additionally, approximately \$155,000 of new wages would be generated. Similar to Ocean City's new wages, these do not necessarily account for new jobs, since it is likely that seasonal employment would be extended to accommodate the longer summer vacation period. Due to the proximity of Deep Creek Lake to Maryland's population centers and visitor statistics, the model predicts fewer trips to this destination relative to the other two destinations.

**Table 7**  
**Deep Creek Lake Tourism Impact from Post-Labor Day Start Date**

Day Trips	195
Overnight Trips	1,795
Economic Activity	\$2,318,242
New Wages	\$155,392

## *Out of State and Baseline In State Offsets*

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Although the change to a post-Labor Day school starting date would have a gross positive direct economic impact of over \$33.5 million for the tourist destinations, approximately \$11.3 million in economic activity must be subtracted to account for resident spending that would occur out of state due to a new vacation and for spending that would have occurred in the absence of the in-state trips. We estimate that 26,703 Maryland families would travel outside of the state as a result of the longer summer vacation-- 13,926 for an overnight trip and 12,777 for a day trip. The loss of the economic activity for those residents totals \$3.5 million. A larger impact stems from the in state substitution effect: the \$7.8 million in foregone spending that would have occurred had the residents not taken an in-state day or overnight trip. For both instances, the counteracting spending is related to daily spending for items that would not be purchased in the wake of a new trip, generally non-durable types of expenditures. The \$11.3 million lost is more than offset by the tourism and non-tourism related gains, making every jurisdiction a net positive.

## *Local Family Recreational Activities Impact*

While a significant impact would be felt within the tourism destinations, the larger and broader effect is attributable to families engaging in at-home activities which they could not have otherwise enjoyed, or family recreational activities. We assume families that do not take a significant day or overnight trip would each introduce one new family recreational activity per week of additional summer vacation time. Examples of such activities include a trip to the movie theater, a dinner out, hosting a BBQ, attending the Maryland State Fair or a myriad of other such activities.

Table 8, below, highlights an economic non-tourism benefit of over \$52 million across all regions of Maryland, accounting for roughly 70% of the new economic activity. Therefore, extending the summer season by a weighted average of 8.7 days would result in a net increase in economic activity across all jurisdictions in Maryland.

**Table 8**  
**Regional Economic Non-tourism Activity**

Region <sup>1</sup>	Net Economic Activity
Eastern MD	\$ 2,800,451
Capitol MD	\$ 23,538,741
Central MD	\$ 19,210,458
Southern MD	\$ 5,275,183
Western MD	\$ 1,231,703
Total	\$ 52,056,536

# Conclusion

The extension of the traditional summer vacation beyond the Labor Day holiday for all public county school systems in Maryland would have a substantial positive impact on both the state and local governments' economies. This extension would generate \$74.3 million in new direct economic activity, including \$3.7 million in additional wages, and boost state and local government revenues by \$7.7 million. Perhaps most importantly, every jurisdiction in the state stands to gain an economic benefit from this change.

Additionally, it must be stressed that the actual impact of a change to a post-Labor Day school start date is likely to be higher than the estimates in this report. Our model does not take into account any multiplier effect from the direct increase in economic activity, for this reason alone, the estimate's risk is entirely to the upside. Also, for any given year, the date on which Labor Day falls would alter the number of days in which summer vacations would be impacted. For this estimate, the 2013-2014 school year served as the basis, with Labor Day falling on the second day of the month; in any given year Labor Day could be on the first or the seventh, leaving room, more often than not, for more available summer vacation days and more economic activity. Overall, it is likely that the increase in economic activity estimated by the model is conservative and the actual economic impact would be higher.

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<sup>1</sup>Eastern MD: Cecil, Kent, Queen Anne's, Talbot, Caroline, Dorchester, Wicomico, Worcester, Somerset; Central MD: Harford, Carroll, Baltimore City, Baltimore County, Howard, Anne Arundel; Southern MD: St. Mary's, Charles, Calvert; Capitol MD: Frederick, Montgomery, Prince George's; Western MD: Garrett, Allegany, Washington



# Appendix: Methodology

The number of families affected by the proposed school year calendar change was calculated using US Bureau of the Census data and student data from the National Center for Education Statistics. Affected families by jurisdiction served as the basis for each of the models, allowing the introduction of varying income levels and geographical attributes. After determining the number of families impacted, assumptions were made to determine the number of families taking a new summer vacation as a result of the additional summer vacation days. Although most families did not take another summer vacation, it was assumed that their average spending habits would be altered by the newly available summer vacation time.

Several multi-attribute models incorporating income, geography and preference (based on visitor information) were developed to determine the destination for new summer vacations. Destinations included in the models were Baltimore City, Deep Creek Lake, Ocean City and out-of-state. The out-of-state factor was assumed to be directly related to income and preference. Income was weighed higher because, on average, travel expenses are greater when traveling out of state. Both a day trip model and an overnight model were developed. The day-trip model weighed both income and geography equally, while the overnight model weighed income more heavily.

Data was collected on tourism spending in Baltimore City, Deep Creek Lake and Ocean City. The data, collected from Maryland's Department of Business and Economic Development, the City of Ocean City's Comprehensive Annual Financial Report (CAFR), Garrett County Chamber of Commerce and Visit Baltimore, allowed assumptions to be made regarding average spending per family in each destination.

Using data from the Bureau of Labor Statistics, United States Annual Consumer Expenditure database, we calculated an average spending at home basis for family recreational activities (entertainment, food away from home, etc.). This allowed for a new variable to be calculated for marginal spending on family recreational activities. For the tourism offsetting expenditures, similar data was used. The model estimated that every region in Maryland would benefit from a net increase in economic activity due to the change in the school calendar.

The actual impact of a change to a post Labor Day school start date is likely to differ from the estimates in this report. The model does not take into account any multiplier effect from the direct increase in economic activity. Additionally, for any given year, the date on which Labor Day falls would alter the number of days in which summer vacations would be impacted. Overall, it is likely that the increase in economic activity estimated by the model is conservative and the actual economic impact may be higher.





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### Star Charities Holds Fund Raiser For Wounded Soldiers Of Maryland

Anna Foultz's Star Charities held its latest fund raiser at the Ocean Pines Community Center Sept. 20 to raise funds to benefit Wounded Soldiers of Maryland. Pictured, from left, are Charles and Sharon Sorrentino, Worcester County Commissioner Judy Boggs, Anna Foultz, candidate for Maryland House of Delegates for District 38C Mary Beth Carozza, Senator Jim Mathias, Co-host Gilly Foultz and Emcee Larry Walton. ...

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### Yenney, Emergency Outreach Coordinator for the Community

## Mathias Seeks Task Force To Study Later School Start

Posted on **02/21/2013** by **Shawn J. Soper**

OCEAN CITY — Responding to a call to revisit the issue, Senator Jim Mathias (D-38) last week introduced legislation in the General Assembly that would create a task force to study the possibility of pushing the start date for public schools across Maryland back until after Labor Day.

For decades, the public school year in Maryland always started after Labor Day, the symbolic end to the summer season, but in recent years, most jurisdictions have moved the start date earlier and earlier, into mid-August in some cases. Because of its resort nature, Worcester was one of the last to hold onto the post-Labor Day start date for schools, but the county has joined the ranks of other school systems starting in late August in recent years.

Last April, Maryland Comptroller Peter Franchot met with Ocean City business leaders to jumpstart his initiative to push the start of the school year back after Labor Day, citing the economic benefit to the state while maintaining the mandated number days in the school calendar. Meanwhile, Greg Shockley, who chairs the state's Tourism Development Board, approached Mathias recently about introducing legislation to at least study the issue and the senator obliged.

"It's a vital bill for us," said Mathias this week. "Greg Shockley reached out to me and told me it's something that's really needed and wanted. This task force would look at the issue comprehensively, from the economic impact, to keeping the

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## Church's Emergency Outreach Program, Guest Speaker At Kiwanis Club of Greater Ocean Pines-Ocean City Weekly Meeting

At the Aug. 14, weekly meeting of the Kiwanis Club of Greater Ocean Pines-Ocean City, the guest speaker was Mary Yenney, Emergency Outreach Coordinator for the Community Church's Emergency Outreach Program. Also pictured is speaker chair Graham Caldwell.



## Daughters Of The American Colonists (DAC) Tour Rackliffe House

Daughters of the American Colonists (DAC) recently toured the Rackliffe House. Pictured, Rackliffe Trust President Joan Jenkins holds a plaque presented by the DAC. Pictured with Jenkins are Karen Bradley, Docent; Sue Mallory, Delaware State Regent; Wilma Jones; Irene Phillips, Hoornkill Chapter Regent; Theresa Bruner, National Vice President; and Melanie Merryweather.



## Mixed Reviews For New OC Meeting Format

OCEAN CITY – Mixed feelings remain over the Mayor and City Council reformatted meeting agendas. The Ocean City Mayor and Council have met on several occasions since the new public comment period and consent agenda format were approved. Last month, the council approved a couple of measures adjusting the format for the bi-weekly regular meetings, including moving the public

summer workforce intact, and from the educational impact to the importance of keeping the family together for another week at the end of the summer.”

The bill calls for the creation of a task force to study the issue from all sides. The task force would include state and local elected officials, school administrators, teachers, students and parents and business leaders. Mathias said he was keenly aware of the potential impacts on the school calendar, but hoped a compromise solution could be reached.

“I understand that the educational system going forward has put a lot of emphasis on testing and the number of days to prepare for the tests is so important, but I think there might be a solution to keep the mandated number of days while providing considerable economic benefit,” he said. “As we move forward, we want to look at the whole picture, from the economic impact to the educational issues and have a coherent roundtable discussion. That’s the basis for this bill.”

When Franchot met with resort business leaders last spring to launch his “Let Summer Mean Summer” and “Line in the Sand” initiatives, the comptroller said the early start date for schools has made it increasingly difficult for small businesses in Ocean City and across the state.

“It has a negative impact on small businesses throughout Ocean City that rely on a strong tourist season,” he said. “During these tough economic times, we have to do all we can to foster growth. A busy summer in Ocean City is critical for this community and the entire state. Losing 7-10 days in August could be the difference between making it or closing doors.”

The numbers Franchot presented last spring appear to bear that out. For example, 32 million domestic travelers visited Maryland last year and the tourism sector employs over 340,000 workers with the summer months particularly busy. An August week in Ocean City can generate almost \$5 million in state and local revenues, and nearly \$3 million can be generated on a holiday weekend.

State law requires a 180-day school year, but Franchot has said he is confident the best public school system in the country would be able to achieve the mandated number of days with a post-Labor Day start.

“Our school system has been rated the top in the nation for several years now and our teachers, administrators, and support staff are the most talented in the country,” he said. “I am confident they can adjust the school calendar in order to provide for a start after Labor Day.”

Beyond the economic and educational aspects of the issue,

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Franchot evoked nostalgic memories of family vacations in the summer to further prove the point.

“It’s a win for students and a win for families,” he said. “Summer means summer. The end of August is about getting in the last game of mini-golf or skee ball on the Boardwalk with the family, or eating that last batch of steamed crabs on the deck. It isn’t meant for waiting on a bus stop or sitting in a classroom.”

Ocean City Mayor Rick Meehan has said changing family dynamics have made the traditional summer vacation more difficult. He said cutting summer short by a week or two at the end of August has contributed to that.

“Maryland families today find it difficult to get time off for vacation with both parents working and cutting summer short by a couple of weeks limits those opportunities further,” he said. “We can’t continue to allow that to happen.”

This article was written by **Shawn J. Soper**, . Bookmark the [permalink](#).

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### One comment on “Mathias Seeks Task Force To Study Later School Start”



Mike Trott on 02/22/2013 at 2:39 am said:

Mr. Franchot Please run for governor!! Good common sense a breath of fresh air.

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SPIN AUG 16, 2013

# Start school after Labor Day, Md. is urged

Lawmakers, Franchot, study say waiting till after holiday would help state's economy

By ERIN COX  
The Baltimore Sun

Eastern Shore and Western Maryland lawmakers joined Comptroller Peter Franchot on Thursday in calling for school to start after Labor Day.

The proposed change, hailed as a way to promote family time and extend the tourist season, would have a \$74.3 million economic impact, the Bureau of Revenue Estimates said in a new report. School starts this year in most school systems around the state Aug. 26, a week before Labor Day.

"It's one of the traditions we should bring back," Franchot said on the Ocean City boardwalk. "I almost think starting school

before Labor Day is un-American."

Maryland is among several states across the country considering delaying the school calendar until after the holiday. Franchot, who began in 2012 to lobby for a later start to the school year, called Labor Day "a common-sense capstone to our summer."

The Maryland General Assembly created a task force this year to study pushing back the start of school. Education officials and amusement park owners are among those studying whether the 180 days required for the state's school year could be compressed into September through early June.

Delaware lawmakers created a similar task force this year. Iowa did so last year. Alabama, Mississippi and Michigan passed laws forbidding schools to start before the end of August. The issue is a perennial question before Pennsylvania lawmakers.

Proponents of earlier start dates across the country say they give students more time to prepare for mandatory tests and

more time near the holidays to complete college applications, among other reasons. The change would also require scores of Maryland families to find an additional week or two of summer child care.

If school did not start until after Labor Day in Maryland, an estimated 8.5 percent of Maryland families with school-age children would take an extra in-state vacation to Baltimore, Deep Creek Lake in Garrett County or Ocean City, the new state report said. Another 5.2 percent of those families would take an out-of-state trip, and many others would spend more money at home.

Howard County businessman Bob Henley, a father of four, said his family would take advantage of a later start date.

A pre-Labor Day school start "creates a lot of disruption at the end of summer," Henley said. "We can't go anywhere, we can't do anything because the kids are back in school. It's like losing a long weekend."

Several business owners and Ocean City

residents at Franchot's event said the tourist industry continues in town even when school has started, creating community tension and lost revenue. Students have to wait for school buses on streets crowded with disoriented out-of-town drivers. Part-time high school employees go back to school, creating a labor shortage while out-of-town guests keep coming.

"We're all scrambling to keep our doors open," said Royette Shepherd, co-owner of Hooper's Crab House.

Ocean City Mayor Rick Meehan and a half-dozen other elected officials joined Franchot in calling for a longer summer break. Sen. James N. Mathias Jr., who represents Ocean City, said pushing school back to after Labor Day might only be the starting point.

"We get this done, maybe we can push it back even further," he said.

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## One week and counting

Our view: Do public schools open too soon? Maryland's comptroller says yes, the silly-billy

August 19, 2013

Between Egypt and disgraced politicians, August has proven itself a more robust month for news than usual this year, yet there's always room in the summer doldrums for the wacky and off-beat. And for generations, few individuals have proven themselves better suited to provide that brand of comic relief than the men who have served as [Maryland's](#) comptroller.

Whether it was Louis L. Goldstein's tireless campaigning or his cheerful but grammatically-challenged signature send-off, "God bless y'all real good," or even William Donald Schaefer's diatribes against the world or generally bizarre behavior, Maryland comptrollers have a tradition of quirky entertainment. How comforting to recognize that Peter Franchot, the man who has held the office since 2007, is continuing this proud tradition.



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The latest evidence of this, of course, is a 12-page report issued by Mr. Franchot claiming that if Maryland's schools would simply start students back after Labor Day instead of one week earlier, the state would reap substantial economic rewards: \$74.3 million in direct economic activity and \$7.7 million in state and local [tax](#) revenue.

Where would this newfound wealth come from? It is the comptroller's belief that Marylanders would take a lot more vacation days and spend them at places like [Ocean City](#) and the Maryland State Fair in Timonium. It would provide, in the comptroller's own words, "the chance for [families](#) to spend precious time together and build lifelong memories."

And all that as a result of starting school on Sept. 3 instead of Aug. 26. We would be skeptical of the methodology used by the Bureau of Revenue Estimates, but the one-page description of methodology in the report is so slight on how these calculations were actually made (aside from using "models" and "data"), that critiquing it would be impossible.

Instead, let's assume Mr. Franchot is correct. Maryland's gross domestic product is along the order of \$301 billion, so \$74.3 million would potentially add something between a minuscule and barely discernible amount to it. (That's 0.0025 percent, to be precise.) Meanwhile, school systems across the state would have to completely rewrite their calendars to either toss out existing holidays or teacher training and planning days or else extend the 180-day school year deeper into June. This would be problematic for any number of reasons, most glaringly because of the fixed dates of standardized testing and the need to cover certain curriculum by a certain date.

Add to that the need for days off for planning, for teacher education, to fulfill contracts and to allow parents to take vacations at other times of the year, and what you would have is a considerable burden for school systems from [Ocean City](#) to Deep Creek Lake. How curious that if this would such a good idea — and [Ocean City](#) so desperately needs it to staff its late-summer tourism attractions — that even the Atlantic beach resort's own Worcester County school system starts classes in August, not September.

Indeed, it isn't hard to find a lot of neighbors who see the advantage in an August 26 start date for public schools. That's when students in the District of Columbia go back. Same with students in York, Pa. and New Castle, Del. Classes at Towson University start in August as do students at the University of Maryland [Baltimore](#) County. Shouldn't the comptroller get on their case?


What makes this whole exercise especially silly is that what Maryland's elected leaders (including its chief tax collector) ought to be asking is, why do public schools still take off so much time in the summer? The far more important question — to the state's economy and well-being — is whether Maryland is educating its children to the highest possible

standard.

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[Summer vacation](#)  is a vestige of the nation's agricultural past. Year-round schooling might be more effective. Studies show students who attend school year-round do as well or better than their peers in the traditional schedule. Even some business leaders have advocated for it as a means to boost employment opportunities for young people beyond the summer months.

When it comes to public education, our sole focus ought to be on producing better outcomes, not on economic chump change. As amusing as it may be to see Mr. Franchot advocate for this misguided crusade annually, it's a bit of a guilty pleasure. Ultimately, the quality of Maryland's public schools is serious stuff, and school systems don't need such sideshow distractions.

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8/21/13

## READERS RESPOND

### Starting school after Labor Day has serious benefits

As I read The Sun's editorial, "One week and counting" (Aug. 19), I was disappointed with how disconnected it seemed from the conversations I've had with countless families and small business owners about a post-Labor Day start to the public school calendar.

While the editorial mocked a serious policy discussion that would simultaneously help families, small businesses and the Maryland economy, a poll on The Sun's own website found that 88 percent of readers support a post-Labor Day start to the public school calendar. While \$74.3 million may, in fact, be a small fraction of the state's overall gross domestic product, tens of millions of dollars would be anything but "barely discernible" on the books of the many family-owned businesses I've visited — or the household budgets of their 320,000 employees, particularly amid a sluggish economic recovery.

The \$3.7 million in added wages would hardly be "minuscule" to Maryland's teachers who rely on supplemental income to support their families in a state workforce that's among the nation's worst in private-sector wage growth. And at a time when the state has repeatedly dug into the pockets of our citizens for tax and fee increases, \$7.7 million more in tax revenue without increasing rates would go a long way.

Just as we agree that we should ask ourselves whether we're educating our children to the highest possible standard, I hope we can also agree that we owe it to our citizens to similarly ask if we've done all we can to avoid increasing their taxes to pursue even the most worthwhile public projects. But this isn't just about the economic growth, tax revenue or supplemental wages it would generate; it's about the fleeting time families have to spend together and the lifelong memories and lessons learned during the summer that can't necessarily be taught in a classroom or textbook.

I admit, it's a "guilty pleasure" to fight every day for the best interests of Maryland's taxpayers and to carry on the legacy of my legendary predecessors, Louis L. Goldstein and William Donald Schaefer, whose memories you curiously chose to diminish. So, in their spirit of sensible public policy, and for the sake of families, small businesses and our state's economy, I'm proud to join the overwhelming majority of Marylanders in making summer mean summer once again.

*Peter Franchot, Annapolis  
The writer is comptroller of Maryland.*

Baltimore Sun

8/21/13

### Shorter school summer break is better policy

As an educational consultant and adjunct faculty member at Towson University, I read with dismay state Comptroller Peter Franchot's suggestion that all Maryland public schools should begin after Labor Day ("Post-Labor Day school start pushed as economic benefit," Aug. 15).

He suggested two reasons for this, the first being that a later school opening would encourage more Maryland families to take another vacation at the ocean or in one of the resorts in Western Maryland, which would increase the revenues for businesses in those areas. He stated that 8.5 percent of families would do just that. There was no indication, however, that those families would take an additional trip; it's quite likely that many families would simply take their vacation later in the summer if their children's school schedule made that possible. What about the other 91.5 percent?

The second reason Mr. Franchot suggested for the change was that families would want this. He glossed over the impact for families (particularly those with limited means) who would need to find additional child care for their children, which is a burden for families.

Nowhere in the suggestion was any attention paid to children's learning. Shouldn't that be our first priority? For almost 60 years, we have endeavored in the U.S. to compete with other nations in terms of the quality of education. Most indicators are that we are not succeeding and that the educational systems in many other developed nations surpass ours in terms of student achievement. While there are many reasons for this, one significant factor is the extended summer vacation, which is typical of most U.S. schools but which is not the practice in those other nations.

There is solid research that indicates that children actually lose knowledge and skills during the summer vacation, and many teachers typically spend the first six weeks or so of each school year reviewing material from the previous year. If we are to succeed in improving our nation's schools, we should be considering shortening the summer break, not lengthening it, as Mr. Franchot suggests.

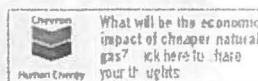
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## The Post's View

### 'Saving summer' at the expense of students' learning

By Editorial Board, Published, August 21

PERHAPS BECAUSE of the sunset symphonies of cicadas — or perhaps because of this year's unusually palatable August weather throughout the mid-Atlantic — nostalgia for the great American summer seems to be running at a record high.

August, as one commentator put it in the *Wall Street Journal*, is "the very best month of the year," a time "when the corn is sweet, the plums are purple and pungent, the baseball pennant races are mature, the ocean temperatures are warm. . . . And we have ruined it." This year, as in others, the annual quest to fix summertime — to revive the balcyon, melon-stained, long-gone America recognizable only in the paintings of Norman Rockwell and in the dinner conversations of the Cleaver family — has resumed.

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Summer vacation, as "un-American" as it may be to curtail, contributes to the achievement gap.

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Editorial Board AUG 21  
If the country again used chemical weapons, the U.S. must retaliate against the forces responsible.

In a growing number of state legislatures, lawmakers have intensified the perennial push for a later start to the school year, waxing poetic about the good old days. Alabama, Michigan and Mississippi have prohibited schools from starting before the end of August, and Delaware has launched a task force examining the effects of moving back start dates. In Maryland, the pressure is especially strong. Last week, representatives from across the state joined Comptroller Peter Frauchot (D) in advocating a post-Labor Day start.

"It's one of the traditions we should bring back," Mr. Frauchot told the Baltimore Sun. "I almost think starting school before Labor Day is un-American."

Tradition isn't the extent of his pitch. Regardless of the costly burden this change would place on working families who'd need to arrange for child care, Mr. Frauchot contends that a later start would be a boon to Maryland's economy, resulting in as much as an additional \$74.3 million in direct economic activity and as much as \$7.7 million in local and state tax revenue. As the Sun notes, it's not at all clear where or how the Bureau of Revenue Estimates is getting

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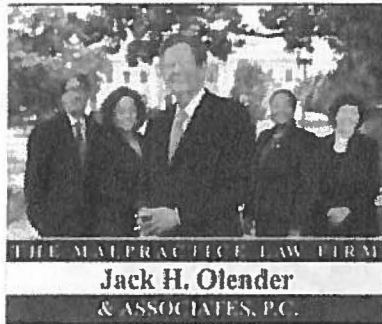
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these figures, and, even if they are accurate, they'd constitute only a marginal increase to the state's gross domestic product.

As we've said before, the costs of a later start to the school year greatly outweigh the benefits. This is 2013, not 1953, and there is no question that summer vacation, as "un-American" as it may be to curtail, contributes to the achievement gap between low-income students and their middle-class and affluent peers. Lower-income students already start school behind and most

students typically lose about one month's equivalent of learning each summer, no matter where they sit on the socioeconomic spectrum. That adds up over the years, and teachers eventually have no means of closing that gap during the academic year.

Ironically enough, a commonly cited study on this effect is based on data from Baltimore, whose lower-income students would likely suffer even more from Mr. Franchot's proposed schedule change.

School shouldn't start any later than it already does. No matter what picture of America lawmakers have mistaken for reality, students in Maryland and across the country deserve the strongest fighting chance they can get.

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wjeiva writes:  
8/21/2013 6:02 PM EDT

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Soil-Warden responds:  
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Conservatives on social media immediately criticized the remark as half-hearted.

Aaron Blake, The Washington Post AUG 21

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## SPORTS

Slain Australian came to US for love of baseball and made life for himself on, off the field

ADA, Okla. — Chris Lane traveled from Australia to the United States for the love of the game — and the opportunity to secure a college degree while playing America's pastime. On the small campus of East Central University in Oklahoma, he made a home for himself in class and on the baseball field. Associated Press, AP AUG 21

3 Okla. teens charged in death of Australian baseball player, who is mourned on 2 continents

ADA, Okla. — Chris Lane traveled from Australia to the United States for the love of the game — and the opportunity to secure a college degree while playing America's pastime. On the small campus of East Central University in Oklahoma, he made a home for himself in class and on the baseball field. Associated Press, AP AUG 21

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## **Franchot gains O'Malley's support on school start**

By Michael Dresser, The Baltimore Sun

7:12 PM EDT, August 21, 2013

Advertisement

Comptroller Peter Franchot's campaign to push back the start of the public school year until after Labor Day picked up the cautious support of Gov. Martin O'Malley Wednesday.

After Franchot opened a meeting of the Board of Public Works by laying out the case for an extended summer vacation, O'Malley said he hopes a task force studying the proposal support the idea.

"I'm for that. Hopefully the task force will come out our way," said O'Malley, who generally doesn't show much enthusiasm for the comptroller's ideas.

Franchot has argued that a longer summer season would give a boost to business and tax revenues in Maryland's tourist areas -- especially Ocean City and Deep Creek Lake.

O'Malley's backing might not make much of a difference for advocates of a September start, however. Takirra Winfield, a spokeswoman for the governor, said O'Malley wants to wait to act until the task force submits its conclusions. She said that report is due next summer -- too late for the General Assembly to take action in O'Malley's last legislative session as governor before term limits force him from office.

Nevertheless, the governor is inclined to be supportive, Winfield said.

"He realizes that the tourism industry is important to the economy," she said.

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## **Post-Labor Day school start merits investigation**

August 22, 2013

Advertisement

The report by Maryland Comptroller Peter Franchot on the economic benefits to Maryland from a post-Labor Day school start deserves far more respect, attention and consideration than given to it in a recent editorial in The Sun ("One week and counting," Aug. 19).

The comptroller's report follows approval of legislation in the last General Assembly session to establish a task force to study a post-Labor Day start date for Maryland public schools.

It is worth noting that following public hearings in both the House and the Senate, the legislation calling for this study passed the Senate 46 to 1, passed the House of Delegates 124 to 6 and was signed into law by Gov. Martin O'Malley.

Members of the General Assembly felt that this issue merited a thorough discussion considering that there are a number of neighboring states who see the advantage of a post Labor Day school start. Virginia law already provides for a post-Labor Day school start date. Delaware just approved a task force to study the concept and legislation to require a post-Labor Day school start has been introduced in Pennsylvania.

It is also worth noting that the very first charge to the Maryland task force is to study the impact of moving the start date of the public school year on the education system including the academic calendar, planning administration and facilities.

It is very clear that elected officials from across Maryland place very high value on determining if there would be any negative impact on the quality of instruction in Maryland public schools from any school calendar changes.

It is also very clear from the timeline approved in the study legislation that elected officials from across Maryland place very high value on thoughtful deliberation and dialogue on this issue. The final report from the task force will be completed no later than June of 2014. Based on that schedule, any legislation that may be considered as a result of its recommendations will not even be considered until the General Assembly convenes in January, 2015. That is more than ample time to prepare for any impacted parties to make changes that may occur.

As this study process moves forward, the Sun's editorial board would best serve the public by waiting until the task force has issues its findings before prejudging an issue which could have a profound effect on the economy and education system of Maryland.

David D. Reel, Annapolis,

Kathleen T. Snyder, Annapolis

Thomas B. Riford, Hagerstown

The writers are, respectively, president and CEO of the Maryland Hotel and Lodging Association, president and CEO of the Maryland Chamber of Commerce and president and CEO of the Hagerstown and Washington County Convention and Visitors Bureau.

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## **Franchot's school proposal doesn't hold water**

August 22, 2013

Advertisement

I have been reading with great interest state Comptroller Peter Franchot's argument that schools should start after Labor Day ("Post-Labor Day school start pushed as economic benefit," Aug. 15).

While I usually agree with him on economic matters, in this case, Mr. Franchot should put on a dunce cap and sit in the corner. Here's why:

I'm sure he knows that public school students have to attend school for 180 days. If we start later, that means we also must end later.

Under his plan, students would need to attend school deeper into June, and last time I checked, June, too, is part of summer. His claim that we lose economic benefits in places like Ocean City in late August doesn't take into account that we now gain economic benefits in June.

For instance, for Baltimore County Public Schools, where I teach, last year the school year was scheduled to end on June 18. Under Mr. Franchot's plan, if we started a week later, our final day would have been June 25.

It seems to me that the economic benefits just about cancel out — a week in O.C. in mid-June, or a week in O.C. in late August.

(And while it's a separate issue, I'll note that since I teach in a non-air-conditioned school, I'll gladly take my chances of working in late August over late June.)

It would be better for Mr. Franchot to worry about taxes and budgets. Please allow the school folks to run the schools.

David Shauck

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## Our say: Delaying school's start a backward-looking idea

**Posted: Friday, August 23, 2013 5:00 am**

Perhaps Gov. Martin O'Malley, so often at odds with state Comptroller Peter Franchot, was just trying ease things during a long Board of Public Works meeting on Wednesday by giving a boost to one of Franchot's pet enthusiasms: Postponing the start of the public school year until after Labor Day.

"I'm for that," O'Malley remarked. "Hopefully the task force will come out our way." The task force isn't scheduled to report until next summer, after the legislative session — so most likely O'Malley will never have to act on this.

That's just as well. This is one of Franchot's worst ideas — and it would move schools in exactly the wrong direction.

Starting school after Labor Day is "one of the traditions we should bring back," Franchot remarked on the Ocean City boardwalk, according to *The Baltimore Sun*. "I almost think starting school before Labor Day is un-American."

The comptroller has been brandishing a Board of Revenue Estimates projection that a one-week delay in places like Anne Arundel County, by sending families out on end-of-summer excursions to state attractions, would generate an additional \$74 million in economic activity and bring in close to \$8 million in state and local tax revenue.

Even if you accept these vaguely derived numbers, the sums are trivial next to the total state economy and total revenue. And Franchot hasn't explained why, if people want to take the kids to Ocean City or Deep Creek Lake, they can't do so during the many weeks of summer break already available.

A statement from the Comptroller's Office says Franchot is "confident" the 180-day school year can be maintained by trimming winter or spring breaks and eliminating some of the closings that allow teachers to catch up with paperwork. Such ideas won't go over well with school systems or their teachers' unions. So it's more likely the end of school would have to be pushed deeper into June — not a popular move.

Worse, this idea reeks of the small-bore gimmickry already on display this month with Shop Maryland Tax-Free Week. And while merchants and customers will take any trifling tax relief they can get, the schools shouldn't be meddled with merely because state officials think they can cadge a little extra revenue.



At the risk of being called un-American by Franchot: States should look at *reducing*, not expanding, summer break, by redistributing vacation days around the calendar. Studies have shown that the two-months-plus break hurts academic performance, with the first weeks of school wasted reteaching things students have forgotten over the summer. The damage is particularly bad for kids from lower-income families that can't afford summer camp or enjoyable vacations.

Schools are a costly public service. Why on earth do they shut down for months on end? The kids aren't needed to help with the harvest anymore.

The schools can best assist Maryland's economy by giving students the best possible education. Doesn't Franchot grasp that?

## Let summer last

**Posted: Thursday, August 22, 2013 3:30 am**

Citing the benefits to Maryland families, small businesses and tourism overall, Comptroller Peter Franchot renewed his call for a policy change to have school systems in the state begin classes after Labor Day and released an economic impact study on the effects of his plan.

“The chance for families to spend precious time together and to build lifelong memories during that final, end-of-summer vacation has been lost by the decision to begin school a week, or even 10 days, before Labor Day,” said Franchot. “Not only does this cut into the opportunity for Marylanders to spend more time together as a family, but it also has a negative impact on small businesses. In these tough economic times, we need to do all that we can to support small businesses and promote economic activity, not cause unnecessary harm to them for no apparent reason.”

With nationally renowned vacation destinations like Ocean City, Deep Creek Lake and Baltimore’s Inner Harbor, tourism is the fourth largest industry in the state. Welcoming more than 32 million domestic travelers annually in recent years, the tourism sector employs more than 340,000 Marylanders. While Labor Day weekend is most commonly associated with family trips to resort destinations, it also coincides with other major events occurring throughout the state, including the Maryland State Fair in Timonium, the Grand Prix of Baltimore and four weeknight home games at Orioles Park at Camden Yards.

Instead of reducing the 180-day school year, the comptroller is confident the state’s school systems would be able to adjust their calendars throughout the academic year without losing time for instruction in the classroom. The flexibility of adjusting winter and spring breaks or eliminating some of the school closure dates scattered throughout the school calendar would be left to each of Maryland’s 24 school systems.

“This isn’t just necessary because of the \$7.7 million in state and local tax revenue it would create for the priorities we care about, or the \$74.3 million in direct economic activity it would generate in the midst of a sluggish recovery,” said Franchot. “Beyond the money or economic impact, it’s about families who save up a little each paycheck in order to spend one week each year in Ocean City or Deep Creek Lake, or catch an Orioles game or visit the Maryland State Fair before the children return to school.”

The economic impact estimate only includes the direct economic and tax impacts. Incorporating the indirect and induced activity would result in a significant upward revision of the total impact.

We think it sounds like a good idea. Who wouldn't like a few more weeks of summer vacation? And it's also good for the economy. Sounds like a "win-win" situation.

It's already too late for this year. Schools begin next week, a week before Labor Day, across the Mid-Shore. But let's hope school systems statewide take heed and revise their calendars for 2014-2015.

## **Year-round school would benefit kids, economy**

**Instead of starting school later, dispense with the long summer break and the brain drain in causes**

By Elizabeth Heubeck

2:08 PM EDT, August 27, 2013

The office of Maryland Comptroller Peter Franchot recently released a report suggesting that Maryland students start school after Labor Day so that families can take one last summer-fling vacation, thereby giving the state a nearly \$75 million economic boost. I haven't crunched any numbers on the topic but, as a parent with school-age children, I believe the report's glowing financial projections fail to take into account several factors that work against this predicted surge in tourism-related dollars. Here's why, as well as an alternate suggestion.

For starters, the average family's state of mind before Labor Day — one consumed with back-to-school preparations — contrasts sharply with a relaxed mindset conducive to kicking back on vacation. Parents are anxiously clutching school supply lists while trolling the aisles of office supply stores. They're ticking off other pre-school "to-dos": new shoes, backpacks, lunchbox, etc. They're trying to rein in carefree summer bedtimes so that their kids aren't zombies when they return to school.

Not to mention, many parents have spent plenty of time with their children during the summer and, quite frankly, they're looking forward to a respite from family time. For those parents who have not had the luxury to do so because of inflexible work schedules, they probably have to budget for child care during the long summer break and, therefore, may be hard-pressed to find the extra money required to take an additional vacation during the Labor Day weekend.

While I doubt that a slightly revised school schedule to accommodate an extra week or so at the end of the summer would do much to boost Maryland's tourism revenue, I do think that a different revision in the school year schedule just might do the trick.

The idea is, at first glance, fairly drastic. It would make school year-round, with a greater number of shorter breaks throughout the 12-month period. A holiday such as Labor Day, if it occurred after a period when kids had been in school for several weeks or concluded the end of a four- or five-week summer break, would present a welcome opportunity for one last summer excursion before the weather turned cooler and kids returned to school. It might even bring the state the big surge in tourism dollars it's looking for.

Here's another way to look at it. While the state's tourism and education budgets may come from two separate sources, I'm assuming that all money made or saved in Maryland ultimately benefits the state. And, if that's the case, it's quite possible that the very real and calculable cost of brain

drain that happens every summer as students get a whopping 12 consecutive weeks off for summer vacation — an entire quarter of the year — negates any extra dollars the state would accumulate in tourism dollars by pushing back the start date of school by a week or so.

Conversely, if teachers didn't have to spend the first several weeks of every school year reviewing with students what they forgot over the summer, classes could move forward more rapidly, introducing new material instead of going over old stuff. Maybe that would help the U.S. break out of its very mediocre education ranking of 17th among the world's developed countries. A better global education status would likely translate into a more prepared workforce of graduates — presumably, one that would help boost the economy.

In Maryland, we're fortunate to be within close proximity of mountains, the ocean and a lot of other great places in which to frolic (and spend money). A well-constructed educational and tourism plan just might encourage more in-state residents to enjoy these resources on Labor Day weekend, thereby increasing both tourism dollars and students' education.

*Elizabeth Heubeck is a freelance writer who lives in Baltimore. Her email is [ehubeck@comcast.net](mailto:ehubeck@comcast.net).*

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## **Summer programs needed to boost student achievement**

August 27, 2013

The proposal by Maryland Comptroller Peter Franchot, which is supported by Gov. Martin O'Malley, to delay school opening past Labor Day argues that summer vacation strengthens families and the state economy ("Franchot gains O'Malley's support on school start," Aug. 21).

While critics have questioned this argument, the underlying challenge is not just about the last week of August. Solid research, including a major study of Baltimore City students by Johns Hopkins University researchers, demonstrates that young people who lack stimulating experiences during the summer suffer significant losses of what they learned during the previous school year.

More affluent students usually have opportunities for meaningful learning activities during the summer, while less affluent students tend not to have them. The summer break therefore sets back student achievement as a whole and significantly aggravates the achievement gap. The Hopkins research demonstrates that as much as two-thirds of the ninth-grade achievement gap in reading in Baltimore City is attributable to differences in summer experiences in the elementary years.

The real issue is not the date that school starts at the end of summer, but whether all students have access to high-quality summer learning opportunities. Families will be stronger if their young people have safe places to be during the summer with engaging and stimulating learning activities, physical exercise and nutritious meals while their parents and other caregivers are at work.

Our state policymakers should examine the relevant research and address the need for strong summer programming to reduce the achievement gap, reduce the dropout rate and thus strengthen our workforce, families and communities. Research and experience show that such programs can be effective and still allow plenty of time to let families schedule vacations.

Matthew Boulay, Baltimore

The writer is board chairman of the National Summer Learning Association.

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## **Don't reject out of hand a post-Labor Day start for schools**

9:45 AM EDT, September 4, 2013

Advertisement

Your recent editorial significantly minimized the need to explore a post-Labor Day start to Maryland's public school calendar ("One week and counting," Aug. 19).

It was disappointing that The Sun would issue such a dismissive opinion without first giving the task force established earlier this year by the General Assembly a chance to comprehensively study this proposal and issue a report.

With Maryland's unique natural bounty, our state provides families with countless opportunities to spend the last weeks of August exploring the scenic mountains of Western Maryland, taking advantage of the richness of the Chesapeake Bay or enjoying time together on the beautiful shoreline in Ocean City.

While the \$74.3 million in direct economic activity that is lost by starting schools in August may not seem significant to some, a couple weeks of lost or diminished revenue can often be "make or break" for many family-owned businesses.

The last weeks of August are a critical time for the 350,000 Maryland farmers and 340,000 Marylanders employed in the tourism industry — our state's first- and fourth-largest commercial industries, respectively. There are also countless students and teachers who rely on supplemental summer income to support themselves.

With the fleeting amount of time Maryland families have to spend together at the end of summer, along with the positive impact changing the school calendar could have on the Maryland economy, we do our citizens a disservice by prejudging policies before taking the time to examine them thoroughly.

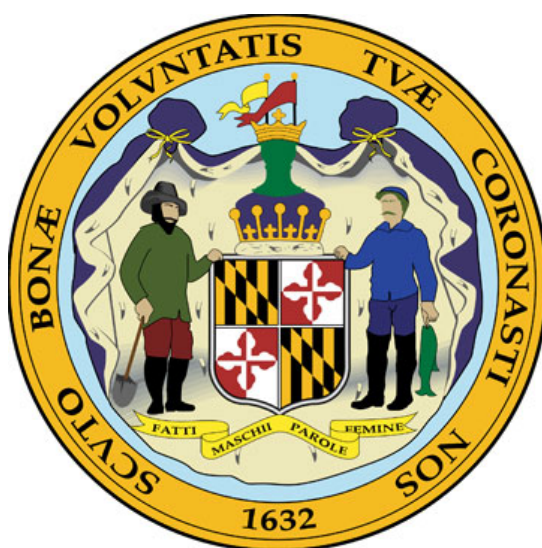
Jim Mathias and Wendell Beitzel

James N. Mathias Jr. represents Somerset, Worcester and Wicomico counties in the Maryland Senate; Wendell R. Beitzel represents Allegany and Garrett counties in the Maryland House of Delegates.

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# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix IV**



**June 2014**



**Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**  
**Minutes**  
**November 12, 2013 Meeting**

The meeting was called to order by William Cappe, Chairman, at 1:01 PM.

**Attendance:** 16 Task Force members (See attendance log), William Cappe, Chair, Sarah Spross, Co-Chair, and Kris Angelis, Administrator, were present. There were 16 observers at the meeting (See sign-in sheet).

**Approval of Minutes:** The chair asked for a motion to approve the minutes of the September 17, 2013 meeting. A motion was made by Mr. Meagher and seconded by Mr. Haynie to approve the minutes as sent out to members on Friday, November 8, 2013. The motion was approved.

Approved minutes will be posted on the MSDE website as will future meetings of the Task Force. The next meeting, January 7, 2014, will include public comment. Directions for signing up to speak will be posted on the website as well.

Mr. Cappe explained to the members that eight speakers are scheduled to address the Task Force. Each speaker will be given 15 minutes - 8 minutes for their presentation and the remainder for questions. If time does not permit members to ask all their questions, questions can be submitted to either Mr. Cappe or Ms. Spross. The questions will be forwarded to the appropriate speaker for further comment. This additional information will be shared with the entire task force at the next regularly scheduled meeting.

**Speakers:**

Ms. Teresa Tudor, Senior Manager, Office of Schools and Family Partnerships, Anne Arundel County:

- Ms. Tudor explained that she chairs the Anne Arundel County Public Schools Calendar Committee established through School Board policy. This committee represents all stakeholders which includes community members, business leaders, parents, teachers, the special education advisory board, and students in the county. The school calendar contains 181 instructional days plus 4 snow days built in that can be backed out at the end of the year if appropriate. Calendars are done 2 years in advance as parents plan vacations early. The committee reports their recommendation to the School Board.
- Every 2 years the committee surveys its constituents with a variety of questions. Data collected indicates that 64% of respondents are happy with the calendar as is. Also, parents indicated they do not want schools to be in session late in June.
- Additionally, calendar preparation must also take into consideration the 4 bargaining units in the county and their contract negotiations.
- Questions: Questions were asked regarding the online survey and a robust discussion ensured. Some Task Force members expressed concern about the validity of the survey and whether it was inclusive of all community members. Ms. Tudor provided additional information regarding the survey and its history. Prior to using the online survey the

committee would go to the schools and meet with parents and other interested parties. Now, the committee uses an online survey, and this past survey had an approximate 10% return rate. A Task Force member commented that the impression is that the last 2 weeks of school does not involve rigorous educational work. Ms. Tudor, however, assured the Task Force that in the Anne Arundel County Public School system the last 2 weeks of school are dedicated to exams, students are working.

Mr. Edward Sparks, Executive Director, Maryland Public Secondary Schools Athletic Association:

- Mr. Sparks summarized the COMAR regulations on Interscholastic Athletics in the State and highlighted the recent changes affecting fall sports. A copy of the regulations is in member packets. Mr. Sparks stressed that interscholastic athletics are one of the most visible aspects of schools and athletics make a significant impact on schools both in student participation and revenues generated. There are approximately 198 schools, 119,000 students, and numerous support groups involved in athletics across the state.
- It is difficult to change the sports calendar without experiencing consequences. For example if contracts with coaches are moved forward three days, it is estimated that it will cost an additional \$450,000 in per diem costs over and above the negotiated contracts. School games would be played before the first day of school and this will affect attendance which also impacts revenues.
- Mr. Sparks further indicated that the last state championship ends on Memorial Day Weekend. Once seniors graduate they do not return to participate in the remaining athletic games.
- Questions: Has the lack of uniformity of school starts across the state been a problem? Mr. Sparks indicated that at the end of the season everything washes out especially with the new rules on heat acclimation and the number of days allowed for practices. Another question was asked about the complex way the fall practice and season date is determined. Mr. Sparks said that three weeks are allotted for practice before the start of the season which is the first weekend in September. The new heat regulations have also contributed to reduced practice time.

Mr. Ray Leone, President Maryland Parent Teacher Association (PTA):

- Mr. Leone indicated that when parents are asked about school start dates, there will be a myriad of different opinions as to when school should start, so it is difficult for his organization to support one side or the other without a scientific survey.
- He indicated that the PTA loses a lot of parental support to sports booster organizations when students enter high school and play interscholastic sports even though athletics represents 1/6 of the parent population.
- Questions: Are there concerns between elementary school v. middle school v. high school parents? Mr. Leone indicated that concerns are similar as parents often schedule family vacations well in advance. Do you see different parental attitudes across the state? Mr. Leone said it is too hard to get a definitive answer on start dates, but it probably is a 60/40 split in favor of starting before Labor Day. Parents are looking for consistency in their district.

Mr. David Reel, President and CEO, Maryland Hotel and Lodging Association:

- Mr. Reel indicated that his association and other similar organizations strongly support the post-Labor Day school start as long as it is not at the expense of the educational program as this is very important.
- Mr. Reel discussed empirical findings from the State of Virginia as Virginia does require a post-Labor Day start for their districts. Findings indicates that counties starting post-Labor Day had higher English/language arts and mathematics test scores than counties starting pre-Labor Day.
- He is not advocating less than 180 instruction days in the school calendar but wants adjustments to be made to accommodate a post-Labor Day start.
- There are approximately 35.4 million out-of-state tourists that visit Maryland, and it is important to encourage leisure travel for the state. Without this type of tourism in the state, Mr. Reels foresees that Maryland could face a \$400 million structural deficit which could lead to lesser spending for education.
- Questions: It was asked if the Virginia statistics could be shared. Mr. Reel will provide the information to the administrative staff and it will be available to members at the next scheduled meeting.

Mr. Thomas Noonan, CEO, Visit Baltimore

- Mr. Noonan stressed that a 3 month tourist season is stronger than a 2 1/2 month tourist season; therefore, there is an advantage to a post-Labor Day start. He did stress support for a strong educational program.
- He indicated that several states, Wisconsin, South Carolina, Tennessee, Texas, Minnesota and Virginia, which have a pre-Labor Day start, had a drop in tourism. Many Baltimore City students who work summer jobs must leave their positions in order to return to school pre-Labor Day. This is difficult for city business. Also there is a drop in airline ticket sales, hotel reservations, AMTRAK reservations, etc. post August 15 for Baltimore City businesses.
- He indicated that a post-Labor Day start is good for revenue, tourism and jobs. There are surveys showing parents want a post-Labor Day start. He provided those surveys to the Task Force chairman to share with members. Those surveys included:
  - An Economic Analysis of the Changing School Start Date in Texas, December 2000;
  - South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries: An Analysis of Economic & Tax Revenue Impacts, August 2002;
  - Post Labor Day School Start Dates in Tennessee: An Analysis of the Economic and Tax Revenue Impacts on Tennessee Travel and Tourism Industry, January 2008; and
  - Do families vacation more in the summer when school starts after Labor Day? July 23, 2012.
- Questions: Are there any statistics on how shifting school closing date to later in June affects tourism and revenue? Mr. Noonan indicated that tourism receives a bump due to Memorial Day. June is strong in Baltimore due to conventions, but it is not strong in August.

Mr. John Woolums, Director of Governmental Relations, Maryland Association of Boards of Education

- His organization is responsive to local boards of education who are engaged with their local communities, and in increasing student achievement.
- In formulating school calendars, employees who are not only employees but may also be parents bring pressure to bear on calendar creation.
- There have been bills introduced to increase the 180 instructional days for schools, which has a fiscal impact of one billion dollars.
- It is important to remember that schools cannot cut a week from the beginning of their calendar without adding that time to the end of the calendar.
- Questions: Is a longer day possible? Regulations already require a certain number of days and hours of instruction. A school could institute a longer day and still meet regulations; however, some schools are looking at a later start time to the day for high school students. Will there be any impact on summer school? Schools would have to review summer school especially with students utilizing the Bridge Plan to demonstrate proficiency during the summer months in various counties.

Dr. Bernard Sadusky, Executive Director, Maryland Association of Community Colleges

- Dr. Sadusky indicated that each school district has a different set of values, and what is right for one district may not be right for another. He questioned whether the State should be in the business of dictating calendar policy to local school districts. Rather the State should be looking to compromise rather than prescribing to the local school districts.
- He also discussed the 180 day requirement for schools in that 180 days may not be sufficient for students with differing needs. Poverty is a common denominator. He also stressed that how and when employees schedule vacations is employer driven.
- He also pointed out that teacher professional development is critical. This training needs to occur at a reasonable time for teachers, which usually occurs during school hours.
- Local school systems have to have the authority to set flexible calendars as part of their contract negotiation efforts to deal with employment issues such as the absence of pay increases and/or other issues affecting employees.
- Questions: Is dual enrollment for students an issue? Community colleges generally start before Labor Day and usually are 12-month programs. So students wishing to participate in college courses will be affected by a post-Labor Day start. Community colleges generally register students in spring for the fall semester in dual enrollment programs.

Dr. Carl Roberts, Executive Director, Public School Superintendents' Association of Maryland (PSSAM)

- Dr. Roberts reiterated what Dr. Michael J. Martirano, President, PSSAM, indicated in his letter to the task force that "all 24 of the public school superintendents are opposed to any legislation to remove local decision making regarding the school calendar from the local boards of education."
- He stressed it is important to look at year-round learning concept for students so they can take advantage of learning opportunities especially digital opportunities that meet their

needs and goals. It is important to study the calendar and school day structure in order to meet the needs of students across the state.

- Questions: Do we need to change state law for days and hours? The discussion stressed looking at the system globally – look at partnership between the State and the local school systems in order to make students successful. Theoretically, the calendar should never end. A question was asked about teacher training in regard to the calendar. It was emphasized that teacher training is different now than it was 20 years ago. Dr. Roberts reiterated what Dr. Sadusky had said about the importance of teacher professional development. It is important for schools to provide supports and training during the school day and not after work as effective staff development is important to student achievement.

**Future Meetings:** Sarah Spross indicated a concern that there were not enough meetings scheduled to complete the work. Additional meetings have been added on January 7, February 5, March 5, April 23, and May 19, 2014.

**Questions/Concerns:**

- Sarah reported that an error had been made on the materials of interest handed out. Mr. Wollums title was incorrect and it will be corrected and posted.
- Two calendar books for the 24 school districts are available for review.
- A question was asked about whether the report format had been finalized and how it will be vetted by the task force. Mr. Cappe indicated the report will be formulated from the 3 task force committee reports and the final report will be presented to the full task force for a vote.
- It was asked if the members felt the speakers were helpful. Everyone agreed it was helpful to understand the different perspectives of various organizations. The main concern was not having enough time to ask all the members questions before time was called.

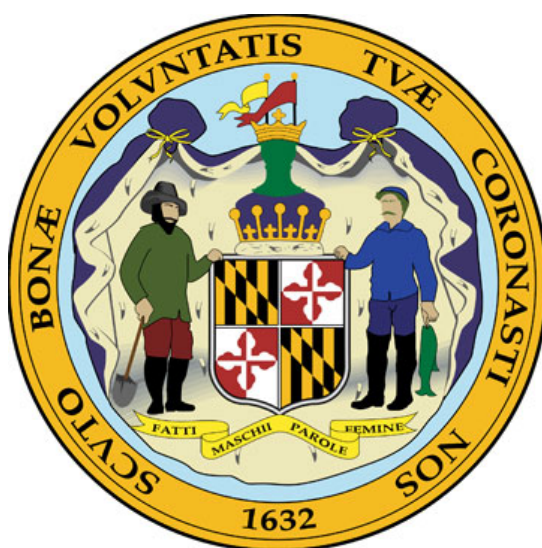
**Work Groups:** The Task Force committees met in their respective groups beginning at 3:25 PM which ended the formal meeting. Groups met for approximately 25- 30 minutes. The meeting concluded at 4:00 PM

Respectfully submitted,

Kristine Angelis, Ph.D.  
Administrator

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix V**



**June 2014**

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Materials of Interest**

**November 12, 2013 Meeting**

(Amended November 13, 2013)

### **Materials of Interest by Speaker**

**Ms. Teresa Tudor, Senior Manager, Office of School and Family Partnerships,  
Anne Arundel County Public Schools**

**Mr. Edward F. Sparks, Executive Director, Maryland Secondary Schools Athletic  
Association**

#### **COMAR 13A.06.03 Interscholastic Athletics in the State**

This regulation sets forth the requirements for students to participate in interscholastic athletics and defines the terms for when the fall, winter, and spring sports season can begin and end. It further indicates when teams can begin practice for each season.

**Mr. Ray Leone, President, Maryland Parent Teacher Associations (PTAs)**

**Mr. David Reel, President and CEO, Maryland Hotel and Lodging Association**

**"Post-Labor Day school start merits investigation," The Baltimore Sun, August 22,  
2013**

Refer to document provided at the September 17, 2013 meeting.

**Mr. Thomas Noonan, CEO, Visit Baltimore**

**"An Economic Analysis of the Changing School Start Date in Texas," Susan Combs,  
Texas Comptroller of Public Accounts, December 2000**

The purpose of this report was to study how a uniform start date would affect education and the economic issues surrounding that decision. The findings of this report indicate that in tourist destination areas there was at least \$332 million dollars were lost due to an early school start date. Furthermore, 65% of Texans indicated that parents would prefer a uniform start date and that the children of migrant workers would benefit most from that decision.

**"South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries: An Analysis of Economic & Tax Revenue Impacts," Stephan C. Morse, Ph.D.,  
Professor & Economist School of Hotel, Restaurant and Tourism Management,  
University of South Carolina, August 2002**

The purpose of this report is to examine the effects and impacts of early school start dates in South Carolina on the Travel and Tourism economy of the State. This report concludes that South Carolina schools have moved start dates up by as much as three weeks and that this shift in start date has been associated with lower tourism activity in

August, which has not been offset by an increase in June. Furthermore, schools have incurred higher utility costs associated with cooling school buildings due to the hot weather in August. Finally, under one scenario it is estimated that if 40% of families took one more vacation in the year the impact would be \$180 million in tourism related spending, \$6 million in new state tax revenue, and \$2.3 million in new local tax revenue.

**“Impact of a Uniform School Year on Florida’s Economy,” The Florida Senate, Interim Project Report 2003-112 Committee on Commerce and Economic Opportunities, January 2003**

The purpose of this interim report was to examine whether or not later school start dates would benefit the state’s economy, specifically the tourism industry, without harming the public school system. It was determined that there was not any currently available data that indicated starting schools later would benefit the state’s economy. In fact it was found that, the current early start dates may have only changed the timing of tourism revenue and expenditures. Therefore, the committee recommended against enacting uniform school start date or calendar at this time.

**“Post Labor Day School Start Dates in Tennessee: An Analysis of the Economic and Tax Revenue Impacts on Tennessee Travel and Tourism Industry,” Steve Morse, Ph.D., Director & Economist Tourism Institute Department of Retail, Hospitality, and Tourism Management, University of Tennessee, January 2008**

The purpose of this report was to 1) determine if a post labor day start would influence Tennessee residents’ summer travel plans, and 2) to estimate potential economic impact on state tax, local tax, and payroll. The report concluded that approximately 463,000 Tennessee residents would take an additional vacation during the summer if school started after Labor Day and approximately 223,000 residents would extend their vacation through the holiday weekend. It is anticipated that extending the summer would generate \$189 million in tourist spending, \$73 million in statewide payroll, and create more than 2600 jobs.

**“Do families vacation more in the summer when school starts after Labor Day?” Elton Mykerezzi, Assistant Professor, Department of Applied Economics, University of Minnesota and Genti Kostandini, Assistant Professor, Department of Agriculture and Applied Economics, University of Georgia, July 23, 2012**

This study indicates that states have historically struggled to accommodate the competing interests of the varied stakeholders in determining whether to mandate a post Labor Day start to schools. This study used data from the American Time Use Survey (ATUS) to examine the differences in family travel patterns from 2005-2010 in five states that have mandated start times. Some of these start times are pre-labor day and some are post. Findings indicated families were 50% more likely to take a two night or more trip in August or September if there was a post Labor Day start date.

***Special Note: Mr. Noonan referenced the aforementioned studies in his testimony and asked that copies be provided to task force members. Due to the size of the documents, it was agreed by all members that copies would be provided at the January meeting. Therefore these studies will be posted with the January documents.***



## **Mr. John Woolums, Director of Governmental Relations, Maryland Association of Boards of Education**

### **Testimony before the Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

Testimony indicates that all twenty-four local boards of education oppose the adoption of a statewide prohibition on starting schools before Labor Day. Maryland Association of Boards of Education (MABE) states that local communities and their respective boards of education should retain the right to adopt school calendars that reflect state testing, mandated holidays, and other important local considerations.

## **Dr. Bernard Sadusky, Executive Director, Maryland Association of Community Colleges**

## **Dr. Carl Roberts, Executive Director, Public School Superintendents Association of Maryland**

### **November 6, 2013 Letter from the Public School Superintendents' Association of Maryland**

Letter indicates that all twenty-four local school system (LSS) superintendents are opposed to any legislation that removes the LSS ability to make all decisions regarding the school calendar. It further argues that the 180 day school-year is no longer adequate to ensure that Maryland students are prepared for success. They propose that the better question is how State and local governments will collaborate with local constituents to position our students for success in our rapidly changing global society.

## **Various Documents Based on the Expressed Interest of Task Force Members**

### **Student Testing Calendar Years 2013-2014 through 2015-2016**

This document provides a comprehensive overview of the student-testing calendar.

### **2014-2015 State Testing Calendar (Based on current school start date of last week in August)**

This document provides a visual summary of all Maryland testing dates.

## **Various Newspaper Articles Concerning Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

### **"A later start to school year worth a look," Gazette, September 13, 2013**

Article presents that the advantages of a Post-Labor Day school year start might be an increase in the revenue to the treasury and that the greatest challenge may be that students retain less material the longer they are out of school.

**“Coalition wants Montgomery County Schools to close on Muslim holidays,” Gazette, September 18, 2013**

Article provides a glimpse of one advocacy group, the Equity for Eid Coalition’s efforts to persuade Montgomery County Public Schools to close school for the Muslim Holidays.

**“Mathias optimistic about post-holiday school start committee,” the Dispatch, October 4, 2013**

Article summarizes the 2013 legislation that formed the Task Force to Study a Post-Labor Day Start for Public Schools and Franchot’s August report. Senator Matthias is quoted as indicating that the first meeting of the task force was extremely positive and encourages those affected by this proposed calendar change to reach out to the task force to share their views.

**Correspondence Received Concerning the Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

**September 18, 2013 Email from Mary Jo Richmond, Task Force Member**

Poses a question about creating statewide language pertaining to religious holidays and suggests individuals to serve as potential speakers at future meetings.

**September 25, 2013 Letter from Ms. Susan L. Jones, Executive Director, Hotel, Motel, Restaurant Association, Inc. Ocean City, Maryland**

Supports beginning schools after Labor Day, but expresses concern that it would defeat the purpose if the school closing date slides further into June.

**MARYLAND STATE BOARD OF EDUCATION**  
**Subtitle 06 SUPPORTING PROGRAMS**

**Chapter 03 Interscholastic Athletics in the State**

Authority: Education Article, §§2-205 and 2-303(k),  
Annotated Code of Maryland

**.01 Authorization**

- A. The following regulations have been established by the State Superintendent of Schools to govern the athletic program for all high school students in Maryland public secondary schools which are members of the Maryland Public Secondary Schools Athletic Association (MPSSAA).
- B. Local school systems may adopt rules governing their athletic programs that are more restrictive than those of the MPSSAA. Less restrictive rules may not be adopted.

**.02 Eligibility**

Student eligibility for participation in interscholastic athletics at the high school level shall be based on the following criteria:

- A. Students shall be officially registered and attending **the** member MPSSAA school **they are authorized to attend under regulations of the local school system**. They may represent only the school in which they are registered and at which it is anticipated they will complete their graduation requirements.
- B. Each local school system shall establish standards of participation which assure that students involved in interscholastic athletics are making satisfactory progress toward graduation.
- C. Students who are 19 years old or older as of August 31 are ineligible to participate in interscholastic athletics.
- D. **Students in grades 9, 10, 11, and 12 may participate in interscholastic athletic contests for a maximum of four seasons in any one sport.**
- E. Middle, intermediate, or junior high school students are not eligible to compete or practice with high school teams. However, ninth grade public school students who reside in the attendance area of a high school organized grades 10–12 may participate in the interscholastic athletic program of that high school.
- F. Students shall maintain amateur status as defined by Regulation .10 of this chapter.
- G. Students, while participating on a school team, are permitted to participate **on sports teams** outside of school during the **high school** sport's season. This participation shall meet the following criteria:
  - (1) The outside participation may not conflict with the practice or contests schedule of the school including district, regional, and State championship play unless prior written approval has been obtained from the school principal and coach;

- (2) Students who elect to participate on an outside team and do not participate and practice with the school team throughout the designated sport's season are ineligible to represent the school in all contests that determine a county, district, regional, or State championship during that sport season.

**H. Students shall present to their high school principal a certificate of permission to participate signed by their parent(s) or guardian(s).**

- I. Students** shall be examined and certified to the high school principal as being physically fit to participate in any try-out, practice, or contest of a school team. The examination shall be performed by a licensed physician, certified physician assistant under the supervision of a licensed physician, or certified nurse practitioner.

- J.** Students legally transferred to another school may participate. "Legally transferred" means a change of residence or a transfer from one school to another by action approved by the local superintendent of schools.

**K. Graduates.**

- (1) Graduates of high schools are not eligible to practice with or participate on interscholastic sports teams. However, they may participate in the remaining athletic contests of that semester.
- (2) Students are considered graduates when they have completed the work required for graduation and are declared graduates by the local board of education.

### **.03 Sports Season**

**Member** MPSSAA schools shall conduct all interscholastic athletic contests and practice sessions in accordance with the following:

**A.** The sports seasons shall be defined as follows:

- (1) "Fall" means the 6th **Wednesday** following the first **Sunday** of July, until the final date of the **local**, conference, district, regional, or State tournament.
- (2) "Winter" means November 15th until the final date of the local, conference, district, regional, or State tournament.
- (3) "Spring" means March 1st until the final date of the local, conference, district, regional, or State tournament.
- (4) When November 15th or March 1st falls on Sunday, practice will start the preceding Saturday.
- (5) **Required Practice.** A member MPSSAA school may not participate in a regularly scheduled game until at least 20 calendar days have elapsed after and including the first day of practice. Golf is the only exception to this regulation.

**B.** Maximum Number of Contests Permitted During a Sports Season.

- (1) All school athletic schedules shall be established before the first **MPSSAA allowable playdate** of each sport's season according to the following instructions:

(a) Badminton

- (i) 15 regular season games;
- (ii) No more than two matches per week; and
- (iii) Three matches in one week may be scheduled twice during the season.

(b) Baseball

- (i) 18 regular season games or 20 with designated optional tournament;
- (ii) No more than three games per week;
- (iii) A team may elect to play in one designated optional two or three-game tournament;
- (iv) If a team elects to play in a designated optional three-game tournament, only 17 regular season games may be scheduled; and
- (v) If a team elects to play in the designated optional two or three-game tournament, a fourth game may be played during that week.

(c) Basketball

- (i) 20 regular season games or 22 with designated optional tournament;
- (ii) No more than two games per week;
- (iii) Three games in one week may be scheduled twice during the season;
- (iv) A team may elect to play in one designated optional two or three-game tournament; and
- (v) If a team elects to play in a designated optional three-game tournament, only 19 regular season games may be scheduled.

(d) Cross Country

- (i) 10 regular season meets;
- (ii) No more than two meets per week; and
- (iii) Three meets in one week may be scheduled once during the season.

(e) Field Hockey

- (i) 12 regular season games or 14 with designated tournament;
- (ii) No more than two games per week;
- (iii) Three games in one week may be scheduled twice during the season;

- (iv) A team may elect to play in one designated two or three-game tournament; and
  - (v) If a team elects to play in a designated optional three-game tournament, only 11 regular season games may be scheduled.
- (f) Football
  - (i) 10 regular season games; and
  - (ii) No more than one game per week.
- (g) Golf
  - (i) 12 regular season matches; and
  - (ii) No more than three matches per week.
- (h) Gymnastics
  - (i) 8 regular season meets;
  - (ii) No more than two meets per week; and
  - (iii) Meets may not be held on consecutive days.
- (i) Indoor Track
  - (i) 10 regular season meets;
  - (ii) No more than two meets per week; and
  - (iii) Three meets in one week may be scheduled once during the season.
- (j) Lacrosse
  - (i) 12 regular season games or 14 with designated optional tournament;
  - (ii) No more than two games per week;
  - (iii) Three games in one week may be scheduled twice during the season; and
  - (iv) A team may elect to play in one designated optional two-game tournament.
- (k) Outdoor Track
  - (i) 10 regular season meets;
  - (ii) No more than two meets per week; and
  - (iii) Three meets in one week may be scheduled once during the season.

(l) Soccer

- (i) 12 regular season games or 14 with designated optional tournament;
- (ii) No more than two games per week;
- (iii) Three games in one week may be scheduled twice during the season;
- (iv) A team may elect to play in one designated optional two or three-game tournament; and
- (v) If a team elects to play in a designated optional three-game tournament, only 11 regular season games may be scheduled.

(m) Softball

- (i) 18 regular season games or 20 with designated optional tournament;
- (ii) No more than three games per week;
- (iii) A team may elect to play in one designated optional two or three-game tournament;
- (iv) If a team elects to play in a designated optional three-game tournament, only 17 regular season games may be scheduled; and
- (iv) If a team elects to play in the designated optional two or three-game tournament, a fourth game may be played during that week.

(n) Swimming

- (i) 12 regular season meets;
- (ii) No more than two meets per week; and
- (iii) Meets may not be held on consecutive days.

(o) Tennis

- (i) 18 regular season matches; and
- (ii) No more than three matches per week.

(p) Volleyball

- (i) 15 regular season matches or 14 with designated optional tournament;
- (ii) No more than two matches per week;
- (iii) Three matches in one week may be scheduled twice during the season;
- (iv) A team may elect to play tri-matches provided the total number of opponents does not exceed 15 during the season; and

- (v) Teams may play 14 matches plus one designated optional multi-team tournament.

(q) Wrestling

- (i) 14 regular season contests including dual meets and a maximum of three tournaments and three tri-meets;
- (ii) No more than two contests per week including a maximum of one tournament;
- (iii) Multi-team events may be used to make up postponed contests between teams originally scheduled;
- (iv) A city/county/conference tournament required to qualify for the state tournament will not be counted as one of the three allowed tournaments; and
- (v) Wrestling tournaments and meets are defined by Regulation .04D(3) and (4).

(2) Conference/League Championships. One additional contest beyond the maximum allowable number may be played to determine a conference/league championship. The results of that contest may not count towards MPSSAA standings.

(3) Postponed Games. Postponed contests may be rescheduled during the season, provided the number of games does not exceed the maximum number permitted in a week plus one additional contest.

#### .04 Operational Guidelines

The regulations given below are established for all MPSSAA interscholastic sports:

(A) Equal Opportunity for Participation.

(1) Students may not be excluded on the basis of sex from overall equal opportunity to participate in athletic programs. If a school sponsors a team in a particular sport for members of one sex but sponsors no such team for members of the opposite sex, and before July 1, 1975, overall opportunities for members of the excluded sex have been limited, the excluded sex shall be allowed to try out for the team.

(2) Athletics Equity for Students with Disabilities.

- (a) Students who meet the eligibility requirements of Regulation .02 of this chapter may not be excluded on the basis of disability from the opportunity to try out for and if selected, participate in mainstream interscholastic athletic programs.
- (b) Member MPSSAA schools shall provide reasonable accommodations necessary to provide students with disabilities with equal opportunities to participate to the fullest extent possible in mainstream athletic programs.
- (c) Students with disabilities who meet the eligibility requirements of Regulation .02 of this chapter may be excluded from mainstream athletic



programs if inclusion:

- (i) Presents an objective safety risk to the student or others based on an individualized assessment of the student; or
- (ii) Fundamentally alters the nature of the school's mainstream athletic program.

(B) MPSSAA Coaching Eligibility.

(1) Member MPSSAA schools shall employ as coaches:

- (a) Teachers or certificated professional educator **employed by** the local Board of Education.
- (b) Persons certifiable as professional educators by the State Department of Education according to 13A.12.01.
- (c) Credentialed **coaches** who meet the following requirements:
  - (i) **Are** eligible to hold a Maryland certificate under COMAR 13A.12.01.03D;
  - (ii) Possess a MPSSAA/MSDE **Coaching** Certification;
  - (iii) **Have** completed two years of successful coaching as an emergency coach; and
  - (iv) **Have** spent the previous one year as a successful emergency coach at the school of hire in the position of hire.

(2) If no acceptable and qualified coaches are available from the teachers or certifiable professional educators employed by the local board of education, a temporary emergency coach may be employed if the following procedures are followed:

- (a) The person shall be officially appointed by the local superintendent of schools on a one-season basis for a specific coaching assignment;
- (b) The coaching salary of the appointed coach shall be paid exclusively by the local school system;
- (c) After July 1, 2010, an emergency coach is required to possess an MPSSAA/MSDE coach certification prior to the start of his or her fourth year as an emergency coach;
- (d) **Teams** having more than one coach, emergency coaches may not comprise more than 50 percent of that sport staff;

- (e) The emergency coach shall be at least 21 years old and possess a high school diploma.

(3) All coaches shall have completed or be enrolled in a one-credit course in the prevention and care of athletic injuries.

(4) Member MPSSAA schools may permit volunteer athletic coaches to assist their coaching staff. The volunteer coaches may not serve as head coaches at any level and shall work only under the direction of the head coach. The

volunteer coach may be used if the following procedures are followed:

- (a) The volunteer coach is at least 21 years old and possesses a high school diploma or equivalent;
- (b) The volunteer coach **shall have** completed or **be** enrolled in a one-credit course in the prevention and care of athletic injuries;
- (c) The volunteer coach shall be formally appointed on a 1-season basis for a specific coaching assignment.

C. Limits of Participation.

- (1) Each local school system and state tournament committee shall establish guidelines that ensure a minimum loss of instructional time for coaches and students involved in interscholastic athletic contests.
- (2) Students who participate **on** both varsity and junior varsity teams may not play in a number of contests that exceed the maximum number allowed **for that** sport in a week or season. Students may not compete on both a varsity and junior varsity **level against the same school on the same day.**
- (3) School athletic teams may not participate in any **contests** representing their school **before or after the defined sports season.**
- (4) **Member** MPSSAA schools may not play or practice on Sundays.
- (5) Individual students may participate in two all-star games per sport, upon the completion of their eligibility in the sport in which this participation occurs.
- (6) **Member** MPSSAA schools shall practice with or play against only high school teams as defined in **§H** of this regulation.
- (7) Individual students or teams representing a **member** MPSSAA school shall participate only in games, meets, or tournaments which are conducted by appropriate educational institutions.
- (8) **Member** MPSSAA schools may not enter competition preliminary to a college or professional game.
- (9) A varsity or junior varsity team member of the previous season may not participate in interscholastic competition and in intramurals or school sponsored athletic programs in the same sport outside the sport season.

D. Policies Pertaining to Wrestling.

- (1) Students shall have their minimum weight class in which they can wrestle certified by a qualified physician before the students' first match.
- (2) Students may not wrestle below the minimum weight class established for them at the time of certification.
- (3) A wrestling meet is a contest involving two or three schools.
- (4) A wrestling tournament is a contest involving four or more schools.

E. Out-of-Season Practice.

- (1) **Member** MPSSAA schools and coaches of member schools shall confine **school practices** to the seasonal limitations as defined in Regulation .03 of this chapter.
- (2) A coach may not coach a team representing the coach's school beyond the sports season as defined in Regulation .03 of this chapter.

F. Sports Officials. Schools involved in interscholastic contests shall use only those officials certified by **MPSSAA**. Only qualified officials shall be used in all sports **when** MPSSAA certified officials are not available.

G. Summer Camps.

- (1) Students may attend a summer sports camp of their choice.
- (2) **Member** MPSSAA schools, member school coaches, school-related organizations, or individuals may not sponsor or conduct a camp in which students who are returning players are involved or participate. A camp composed of several coaches with their respective teams is a violation of this regulation.
- (3) Coaches of **member** MPSSAA schools, while affiliated with a camp, may not conduct any form of team or group practice involving their school. Such a practice is considered a violation of the out-of-season practice rule defined in Regulation .03 of this chapter.
- (4) A **member** MPSSAA school may not provide school uniforms or equipment for students who attend a camp outside of the defined sports season in Regulation .03 of this chapter.

H. Competitors.

- (1) **Member** MPSSAA schools shall only practice with or play against high school teams that:
  - (a) Ensure fair competition, athlete safety, and appropriate supervision by a responsible entity;
  - (b) Maintain athletics as an integral part of the total educational program;
  - (c) Promote academic progress;
  - (d) Develop leadership; and
  - (e) Deter exploitation of students.
- (2) High school teams that meet these purposes include high school teams that:
  - (a) Are members of a state interscholastic athletic association recognized by the National Federation of High Schools (NFHS);
  - (b) Have been approved to play members of a state interscholastic athletic association recognized by the NFHS;
  - (c) Are members of an athletic conference that:

- (i) Formally adopts the standards of competition as established by the Maryland State Superintendent of Schools as part of its constitution and bylaws; and
  - (ii) Has enforcement authority; or
  - (d) Represent a school that verifies compliance with standards of competition as established by the Maryland State Superintendent of Schools.
- (3) To verify compliance under §H(2)(d) of this regulation, the administrative head of the school who is responsible for the day-to-day administration of the school shall:
- (a) Sign the verification provided by the Maryland State Department of Education; and
  - (b) Submit the verification for approval to the State Superintendent of Schools annually before the first practice or athletic competition against a **member** MPSSAA school team.

### .05 Violations, Penalties, and Appeals

- A. Failure to comply with these regulations shall constitute a violation which will result in the following penalties against the **member** MPSSAA school and either the student or the coach, or both. Depending upon the severity of the violation, more than one penalty may be imposed against the **member** MPSSAA school, student, or coach, or all of the above. Penalties shall be imposed in the order listed below:
- (1) Against a **member** MPSSAA school:
- (a) First—Declare forfeit of all games in which the violation occurred.
  - (b) Second—Declare the **member** MPSSAA school ineligible for championship honors for the current school year in the sport in which the violation occurred.
  - (c) Third—Declare the **member** MPSSAA school on probation for one school year which shall render the school ineligible to compete in any approved State meet or tournament for that year.
  - (d) Fourth—Impose additional penalties as may seem justified in the particular case considered.
- (2) Against a student:
- (a) First—Declare the student to be ineligible for the next 60 school days following the date the student was found to be in violation. These 60 school days will carry over into the next school year if the violation occurs during the second semester.
  - (b) Second—Declare the student to be ineligible to compete in the sport in which the violation occurred during the subsequent season.
  - (c) Third—Impose additional penalties as may seem justified in the particular case considered.

**(3) Against a coach:**

- (a) First—Censure.**
- (b) Second—Declare the coach ineligible to coach a team for the current school year in the sport in which the violation occurred.**
- (c) Third—Declare the coach ineligible to coach a team in any sport for the current year.**
- (d) Fourth—Impose additional penalties as may seem justified in the particular case considered.**

**B. Procedure.**

- (1) First—Any member MPSSAA school, student, or coach shall notify the local supervisor of interscholastic athletics and the MPSSAA Executive Director of the alleged violation.**
- (2) Second—The superintendent or the superintendent's designee of the local school system in which the school allegedly in violation is located shall convene a hearing within 5 school days.**
- (3) Third—If the superintendent or the superintendent's designee of the local school system in which the school allegedly in violation is located concludes that a violation has occurred, a penalty shall be imposed in accordance with this regulation.**
- (4) Fourth—A report of the hearing and decision in the local school system shall be forwarded to the Executive Director of the MPSSAA.**
- (5) Fifth—The MPSSAA Executive Director, in consultation with the appropriate committees, or the Executive Council of the MPSSAA, shall review the report of the local hearing and decision in the local school system. The MPSSAA Executive Director shall either accept the penalty imposed or modify the penalty in accordance with this regulation.**

**C. Penalties imposed by local school systems for violations of local school system rules adopted in accordance with Regulations .01B and .02 B shall be uniform with the penalties designated in Regulation .05A of this chapter.**

**D. Appeals.**

- (1) A member MPSSAA school, student, or coach may appeal the imposed penalty within 30 days and request a hearing before the Appeals Committee of MPSSAA.**
- (2) The Appeals Committee of the MPSSAA serves in a quasi-judicial capacity.**
- (3) The membership of the MPSSAA Appeals Committee shall include one representative from each district in the Association and a representative from the Association of Secondary School Principals. Five members will constitute a quorum.**
- (4) The MPSSAA Executive Director shall notify the Appeals Committee of the hearing and establish a date, time, and hearing site. The appealing school, student, or coach, or all of the above, shall be notified of the date, site, and time of the hearing.**

- (5) The MPSSAA Executive Director or the Executive Director's designee shall present the case to the Appeals Committee on behalf of the MPSSAA.
- (6) The principal of the involved school, the student, or coach, or all of the above, shall present grounds for appeal. If appropriate, the local school system's supervisor of interscholastic athletics involved in the appeal may present the case.
- (7) The MPSSAA Appeals Committee shall convene in closed session and vote to deny or uphold the appeal or modify the penalty. A majority vote is required to deny or uphold an appeal or modify the penalty.
- (8) The MPSSAA Appeals Committee shall report its findings to the concerned parties.
- (9) Any party aggrieved by the MPSSAA Appeals Committee decision may appeal the decision to the State Superintendent of Schools within 30 days after receipt of the Appeals Committee decision. The State Superintendent of Schools, upon examination of the facts, may, in his or her discretion, allow the appeal and appoint a special committee of three local superintendents of schools to hear the appeal. The committee of superintendents may deny or uphold the appeal or modify the penalty.
- (10) Unless otherwise ordered by the State Superintendent of Schools, the application for appeal to the State Superintendent of Schools may not stay the enforcement of the MPSSAA Appeals Committee decision, or excuse the person affected thereby from complying with its terms.
- (11) The decision of the committee of local superintendents of schools is final.
- (12) A member of the MPSSAA Appeals Committee or the committee of local superintendents of schools may not hear an appeal if that member has offered advice, made a recommendation, rendered a decision, or in any other way participated in the case being appealed.

### **.06 Classification**

- A. For the purpose of parity in competition in meets and tournaments coordinated by the MPSSAA, member schools shall be divided as equally as possible into four classifications based on enrollment. If, in this calculation, two or more schools with equal enrollments fall between two classifications, they shall be placed in the lower classification.
- B. The local superintendent of schools shall submit to the MPSSAA Executive Director by November 1, a report on the actual school enrollment of students in Grades 9, 10, and 11 in each of the **member** MPSSAA schools as of September 30, in each even-numbered year. The MPSSAA Executive Director and the Classification Committee of the MPSSAA shall present a recommendation for classification of member schools to the MPSSAA Board of Control for adoption. Classification shall be determined every 2 years based on the September 30 enrollment of the previous year.
- C. When the MPSSAA Board of Control adopts classifications for member schools, the classifications shall remain in effect for the next 2 school years.

- D. A new **member** MPSSAA school that opens or a member school whose enrollment is significantly changed by growth or consolidation during the two-year period shall be placed in the proper classification by the Classification Committee. "Significantly changed" means a decrease or an increase in enrollment of more than 25 percent. This new placement shall affect only the involved school and may not affect the classification of other member schools.
- E. When a **member** MPSSAA school does not have all three grades included in the enrollment figures upon which the classification is based in the even-numbered year, but will have all three grades in the following odd-numbered year when classification becomes effective, the enrollment figure shall include the existing grades and average of the current class sizes applied to each projected grade.

### **.07 State Tournament Policies**

- A. The **MPSSAA** games or tournament committees representing all of the districts shall administer and supervise tournaments in the various sports at the district, regional, and State level.
- B. All participating schools shall abide by the rules established by each MPSSAA tournament committee.
- C. Although certain aspects of a tournament may vary from year to year, the following basic policies shall be observed by all tournament committees:
  - (1) The tournament may not interfere with local board of education policy.
  - (2) A **member** MPSSAA school or local school system may decide whether or not to participate in the tournament.
  - (3) A **member** MPSSAA school shall compete in its classification when the tournament is so structured.
  - (4) Certified and approved officials' organizations shall be assigned games in a fair, equitable, and nondiscriminatory manner.
  - (5) All awards and recognition shall conform to Regulation .08.
  - (6) MPSSAA tournament committees shall make every effort to establish game sites to avoid extensive travel for participating teams.
  - (7) All policy and procedure changes for State tournaments shall be subject to the approval of the MPSSAA Executive Council with the Association Tournament Committee serving in an advisory capacity. Emergency decisions on tournament policies and procedures may be made by the MPSSAA Executive Director.
  - (8) When a student is found ineligible during the progress of a tournament, the contest last played shall be forfeited, and the team which was defeated shall take its place.
  - (9) "All-star teams" or best "individual athlete" awards may not be selected from approved tournaments.
  - (10) Sports at the State tournament level shall be governed by approved game rules.

**(11)** If a team or any students participating in a State tournament contest leaves the field **of competition** before completion of a contest, or fails to continue play when eligible to do so, or is guilty of misconduct detrimental to the tournament, then the team, coach, or students may be suspended from further participation in the current tournament, and from the same tournament in the succeeding year, upon the determination of the tournament committee and the Executive Director.

**(12)** The rules of the MPSSAA do not provide authority to order games replayed. Protests arising from decisions and interpretations by officials during the game will not be considered. Officials' decisions and interpretations are final.

- D. Expansion of any sport to the State level shall be recommended by the State Board of Control of the MPSSAA and approved by the State Superintendent of Schools after consultation with local superintendents of schools.
- E. Tournament rules and procedures established by the MPSSAA may be appealed on behalf of a student, coach, or school by a local superintendent of schools to the State Superintendent of Schools. The appeal shall be adjudicated by a committee of three local superintendents of schools appointed by the State Superintendent of Schools. The decision of the committee shall be final.

#### **.08 Awards and Recognition**

- A. Awards may be made as follows:
  - (1) A school, school related, or nonprofit group may purchase and present to a student for athletic achievement a school insignia, medal, pin, or similar article;
  - (2) Awards from outside the school may be given to individual athletes or school teams provided the awards are approved by the local superintendent, meet MPSSAA guidelines, and the presentation is made at a school-approved function.
- B. Recognition of student athletes and teams, other than through awards, shall be limited to appreciation banquets approved by the local superintendent.

#### **.09 Sanction Rules**

- A. Students or teams representing a **member** MPSSAA school shall participate only in contests conducted by educationally related organizations.
- B. **Member MPSSAA schools may not compete in any contest in any other state if either school's participation violates the regulations or established policies of either state's high school interscholastic athletic authority.**
- C. **Sanctioning Guidelines**
  - (1) **Sanctioning for Interstate Competition**
    - (a) **Member MPSSAA schools may not compete in any of the following contests unless the contest has been sanctioned by each of the interested state authorities through the NFHS:**
      - (i) Any interstate meet in which four or more schools participate;



- (ii) Any competition involving schools from three or more state athletic associations;
  - (iii) Any interstate two-school contest which is not sponsored by a NFHS state association or a state member school;
  - (iv) Any interstate two-school contest which involves travel outside the United States of America; or
  - (v) Any interstate two-school contest (regardless of distance to be traveled) which is sponsored by an individual or an organization other than a member MPSSAA high school.
- (b) A school or school system that wishes to serve as a host for an interstate contest shall file the appropriate sanction request form prior to the first play date and at least 15 days prior to the event for events within the first two weeks of the season.
  - (c) Schools participating in interstate contests shall use the National Federation contract form furnished by the MPSSAA Executive Director.
  - (d) In all interstate contests, each participating school shall follow the rules of the host state athletic authority.
- (2) Sanctioning for Intrastate Competition
- (a) Member MPSSAA schools may only compete against other member MPSSAA schools or schools approved through the Standards of Competition.
  - (b) Approval of the MPSSAA Executive Director is required for any inter-county contest involving more than three teams and sponsored by a non-member educational institution.
  - (c) The host school shall file the appropriate sanction request form with the MPSSAA Executive Director prior to the first play date and at least 15 days prior to the event for events within the first two weeks of the season.
  - (d) Member MPSSAA schools may host intercounty contests involving only other member MPSSAA schools or schools approved through the Standards of Competition without sanctioning approval.
- (3) MPSSAA Sanction Guidelines. The following criteria shall be met for sanction approval by the MPSSAA:
- (a) The competition may not determine a regional or national championship;
  - (b) The competition is not preliminary to a college or professional game;
  - (c) The competition is sponsored by an educational institution or similar nonprofit organization;
  - (d) Participation in the event is within the United States of America, does not involve loss of instructional time, and complies with the local school system policies and procedures for school-sponsored travel; and

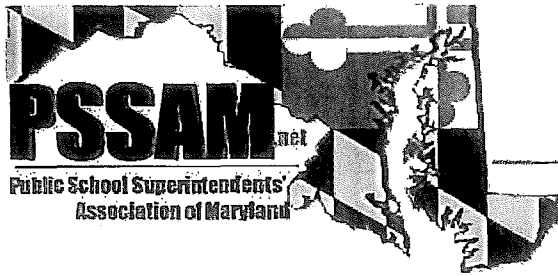
(e) All awards shall comply with Regulation .08 of this chapter.

#### **.10 Amateur Rules**

- A. Students who have not used or are not using their athletic skill as players for financial gain, or who have not competed under assumed names as players, shall be considered amateurs. Employment as an instructor, counselor, or official may not be considered a violation.
- B. Students who have ceased to be amateurs in a particular sport may not represent their school in interscholastic athletics in that sport.
- C. Students who have lost amateur standing may apply for reinstatement to the MPSSAA Appeals Committee after the lapse of 60 days. The 60 days shall commence with a letter of determination from the local superintendent of schools.
- D. Students may not lose amateur standing by playing with or against professional players as long as they do not receive pay for their services.
- E. Students shall lose their amateur status in a particular sport if they sign a professional contract in that sport.

#### **.11 Amendments**

- A. Proposed written amendments to these regulations may be submitted only by a **member** MPSSAA school, local superintendent of schools, MPSSAA committee, or the MPSSAA Executive Director. Proposed amendments shall be received by the MPSSAA Executive Director at least 45 days before the annual meeting of the MPSSAA Board of Control.
- B. Upon receipt, proposed amendments shall be referred to the Constitution Committee for appropriate action and recommendation.
- C. Notice of the proposed amendments shall be sent to each **member** MPSSAA school, local superintendent of schools, and the State Superintendent of Schools at least 15 days before the annual legislative meeting of the MPSSAA.
- D. Ratification of the proposed amendments shall require a majority vote of the delegates present at the annual legislative meeting of the MPSSAA.
- E. Amendments approved by the MPSSAA shall be forwarded to the State Superintendent of Schools who will receive recommendations from local superintendents of schools before the State Superintendent of Schools submits recommendations to the State Board of Education.
- F. The amendments approved by the State Board of Education shall be in effect according to the date established by the Board.



Michael J. Martirano, President

November 6, 2013

Mr. William Cappe – Co-Chair  
Task Force to Study a Post-Labor Day Start Date of Maryland Public Schools  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201

Dear Task Force Members:

As the elected representative of the twenty-four public school superintendents of Maryland (PSSAM), I appreciate the opportunity to express our position on the possibility of seeking a state law requiring all school systems to commence each school year after Labor Day.

All twenty-four public school superintendents are **OPPOSED** to any legislation that would remove local decision making regarding the school calendar from the local board of education. The local school system calendar is best determined after thorough discussion and review by the constituents in each local jurisdiction.

Superintendents offer that the far greater significance to the question you study is the fact that it is the incorrect discussion to have. The one-hundred and eighty day school-year averaging six and one-half hours of attendance for students each day is no longer adequate for the expectations and requirements to ensure our children are properly prepared for success in the 21<sup>st</sup> Century. The future of public education in the United States, and therefore, in Maryland will feature year-round aspects offering additional days and extended time where all students will have opportunities to seek enhancements to their learning and receive supports to ensure that mastery of necessary knowledge and skill is acquired.

With all due respect, superintendents offer that the correct question is how will the State and local governments partner with local constituents to address the unique geographic and cultural needs that distinguish our access to resources while all preparing for the same desired outcome. That is high school graduates prepared to perform and live successfully in this rapidly changing global society.

Thank you again for the opportunity to provide our view on this important matter. Please call upon us if we can be of further assistance.

Sincerely,

Michael J. Martirano, Ed.D.  
President, PSSAM

MJM:bad

cc: Dr. Carl Roberts, Executive Director of PSSAM  
Maryland Superintendents

*Today's leaders inspiring tomorrow's future.*

### Position Statement

Local school system superintendents are opposed to any state mandate that would require all local school systems to start a school year on a predetermined date established by the Maryland General Assembly and Governor.

Maryland Law currently requires that public school systems have a school calendar that includes a minimum of 180 days for students. Maryland School Law, Title 4-101 that discusses county boards of education cites *Control of education matters: Educational matters that affect the counties shall be under the control of a county board of education in each county.*

This is interpreted to mean that given consideration to the 180 minimum student days and other mandated state holidays, local school boards upon the recommendation of the superintendent and the school-calendar committee determine the school-year calendar.

The school system calendar committee members are representative of administrators, teachers, parents, community leaders and students. Several meetings are conducted at which the parameters associated with the August-June calendar are taken into consideration along with other local preferences. Ultimately a proposed calendar is approved by the committee and presented to the local board of education for adoption.

Calendar considerations include but are not limited to:

- State mandated holidays,
- Locally approved holidays,
- State and local student testing dates,
- History of inclement weather resulting in school delays and closings,
- Number and length of time associated with the interruptions of student instruction,
- Other local preferences,
- Training & professional staff development needs of employees.

Local school system superintendents believe that the responsibility to determine the school system calendar for students and employees given the wide diversity of the twenty-four jurisdictions rests properly with the local boards of education. The creation and adoption of the school calendar allows for constituent input and critique each year dependent upon the variables under consideration.

### Additional Consideration

Local school system superintendents offer that the discussion of a school-year calendar that has 180 days for students with most of them attending an average of six and one-half hours per day is significantly out of touch with the reality of learning research and the requirement to address individual student needs. To successfully prepare all students for 21<sup>st</sup> Century challenges much more flexibility along with the support of state and local leaders is required. Consideration includes but is not limited to:

- Additional days and more flexibility of those days for students,
- Longer or extended days applied with flexibility to address individual student learning needs,
- Access to alternative learning methods,
- Access to digital learning supports,
- Reduction of lengthy breaks in student learning (e.g. summer),
- Individual student choice in regard to when and how to receive and gain access to learning opportunities.

Local school superintendents believe that serious research and discussion with subsequent action must occur to determine if the current delivery model for students attending Maryland's public schools is satisfactory given the critical demands that must be addressed. The question is not when to start a 180 school-year but whether our current state mandate is appropriate for student learning in the 21<sup>st</sup> Century?

MARYLAND STATE DEPARTMENT OF EDUCATION  
**Student Testing Calendar School Years 2013-2014 through 2015-2016**

Official as of September 20, 2013

Updates to this test calendar are available by logging on to <https://docushare.msde.state.md.us>.

*Note: Testing in Special Placement (Non-public) Schools is governed by the  
**Special Placement Schools State Testing Calendar Edition**, available on Docushare*

The Student Testing Calendar for the school years 2013-2014 through 2015-2016 includes the following Maryland State assessments:

**High School Assessments (HSA)**

- End-of-course Tests: English\*, Algebra/Data Analysis\*, Biology\*, and Government

**Modified High School Assessments (Mod-HSA)**

- End-of-course Tests: Mod-English\*, Mod-Algebra/Data Analysis\*, Mod-Biology\*, and Mod-Government

**Maryland School Assessment (MSA)**

- Grades 3 – 8 in reading and mathematics
- End-of-course tests in English\*, Algebra/Data Analysis\*, and Biology\*
- Grades 5 and 8 in science

**Alternate Maryland School Assessment (Alt-MSA)**

- Grades 3 – 8 and grade 10 in reading and mathematics, and grades 5, 8, and 10 in science for students with significant cognitive disabilities who are unable to participate in the Maryland School Assessment, even with accommodations

**English Language Proficiency Assessment (ELPA)**

- Test of English language proficiency administered to active English learners in Grades K through 12
- Measures English language proficiency in the areas of listening, speaking, reading, writing, comprehension, and literacy

Statewide Primary Test Administrations Are Not Scheduled on These Religious Holidays**			
Holiday	2013-2014	2014-2015	2015-2016
Rosh Hashanah	Sept. 5-6, 2013	Sept. 25-26, 2014	Sept. 14-15, 2015
Yom Kippur	Sept. 14, 2013	Oct. 4, 2014	Sept. 23, 2015
First of Ramadan***	June 28, 2014	June 18, 2015	June 6, 2016
Eid Al-Fitr***	July 28, 2014	July 17, 2015	July 5, 2016
Eid Al-Adha***	Oct. 15, 2013	Oct. 4, 2014	Sept. 23, 2015
Passover	April 15-16, 2014	April 4-5, 2015	April 23-24, 2016
Good Friday - Western	April 18, 2014	April 3, 2015	March 25, 2016
Good Friday - Orthodox	April 18, 2014	April 10, 2015	April 29, 2016
Shavuot	June 4, 2014	May 24, 2015	June 12-13, 2016

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*\*The end-of-course tests in English, Algebra/Data Analysis, and Biology are part of **both** the High School Assessment program **and** the Maryland School Assessment Education accountability program.*

*\*\*Make-up test administrations may be scheduled on religious holidays, as long as another make-up testing date is available for students who were unable to test due to a religious observance.*

*\*\*\*Actual dates may differ locally as determined by authoritative religious leaders. Students who observe holidays and miss school on alternative holiday dates should be allowed to use local make-up dates.*

<b>Test or Action</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Alt-MSA: Opening of Test Administration Window</b>	Sept. 3	Sept. 2	Sept. 8
<b>Unique Accommodation and Multiple Day Accommodation Requests are Due to MSDE for the October HSA/Mod HSA Administration</b>	August 16	August 22	August 21
<b>Local Accountability Coordination Meeting</b>	Sept. 10	Sept. 9	Sept. 22
<b>ACCESS for ELL's Logistic Training (Webinar)</b> <i>For LACs and ESOL program managers and/or ESOL testing specialists</i>	Sept. 26	Sept. 25	Sept. 24
<b>HSA &amp; Mod-HSA October Administration - Paper</b> <i>Note: October HSA and Mod-HSA (Paper) have <u>one make-up day</u> used for all contents</i>	Sept. 30 - Oct.3	Oct.6 – Oct.10	Oct.5 – Oct.9
	09/30— Biology 10/01— Alg/DA 10/02— English  10/03— Make-up for all contents	10/06—Government 10/07— English 10/08— Biology 10/09—Alg/DA  10/10 – Make-up for all contents	10/05—Government 10/06—Alg/DA 10/07—English 10/08—Biology  10/09 – Make-up for all contents
<b>HSA &amp; Mod-HSA October Administration-Online</b>	Sept. 30 – Oct.11	Oct. 6 – 17	Oct. 5 – 16
<b>Unique Accommodation and Multiple Day Accommodation Requests are Due to MSDE for the January HSA/Mod HSA Administration</b>	Nov. 14	Nov. 25	Nov. 20
<b>Local Accountability Coordination Meeting</b> <i>Meeting to be held at MAG Conference</i>	Nov. 21	Nov. 20	Nov. 19
<b>Local Accountability Coordination Meeting</b> <i>Test Administration Training – MSA</i>	Jan. 14	Jan. 6	Jan. 5
<b>MSA Reading, Math, and Alt-MSA Pre-test file submission</b>	Jan. 2 – 17		

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<b>Test or Action</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>MSA Science</b> <b>Pre-test file submission</b>	Jan. 2 – Feb. 14	Jan. 2 – Feb. 27	Jan. 4 – Feb. 26
<b>ELPA (ACCESS for ELLs®)</b> <i>Administration Window</i>	Jan. 13 – Feb. 14	Jan. 12 – Feb. 13	Jan. 11 – Feb. 12
<b>ELPA Make-Up Window</b>	Feb. 17 – Feb 25	Feb. 16 – Feb. 24	Feb. 15 – Feb. 23
<b>HSA &amp; Mod-HSA January Administration - Paper</b>	Jan. 6–9  1/06—Government 1/07—Biology 1/08—Alg./DA 1/09—English	Jan 12—15  1/12—Government 1/13—English 1/14—Biology 1/15—Alg/DA	Jan. 5—8  1/05—Government 1/06—Alg/DA 1/07—English 1/08—Biology
<b>HSA &amp; Mod-HSA January Make-up Testing - Paper</b> <i>Note: January HSA and Mod-HSA (Paper) have <b><u>one make-up week</u></b></i>	Jan. 13–16  1/13—Government 1/14—Biology 1/15—Alg./DA 1/16—English	Jan. 20–23  1/20—Government 1/21—English 1/22—Biology 1/23--Alg/DA	Jan. 11–14  1/11—Government 1/12—Alg/DA 1/13—English 1/14--Biology
<b>HSA &amp; Mod-HSA January Administration – Online</b>	Jan. 6–17	Jan. 12—23	Jan. 4—22 (No testing Jan. 18)
<b>PARCC Assessment</b> <b>Block Schedule (Operational)</b>		PBA: TBD  EOY: TBD  (No testing week of Nov. 24 and December 22—January 2)	PBA: TBD  EOY: TBD  (No testing week of Nov. 23 and Dec. 21 – Jan. 1)
<b>Unique Accommodation Requests are Due to MSDE for the <u>MSA Reading and Mathematics Administration</u></b>	Jan. 17		
<b>Unique Accommodation Requests due to MSDE for the <u>MSA Science Administration</u></b>	Feb. 7	Feb. 27	Feb. 26
<b>Unique Accommodation and Multiple Day Accommodation Requests are Due to MSDE for the <u>Senior HSA/Mod HSA Administration</u></b>	Feb. 21	Feb. 27	Feb. 19

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<b>Test or Action</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Local Accountability Coordination Meeting (via Web-Ex)</b>	Feb. 6	Feb. 5	Feb. 4
<b>MSA Reading and Mathematics Test Administration:</b> Grades 3 – 8 in reading and mathematics	March 3 – March 12		
<b>MSA Reading and Mathematics Make-up Testing</b>	March 13 – March 18		
<b>MSA Reading Test Administration Grades 5 and 7 Only (Online)</b>	March 3 – March 21		
<b>Alt-MSA: Last date for Portfolio Construction</b>	Feb. 26	March 2	Feb. 24
<b>Unique Accommodation and Multiple Day Accommodation Requests are Due to MSDE for the <u>May HSA/Mod HSA Administration</u></b>	April 4	April 3	April 8
<b>MSA Science Test Administration – Paper</b> Science testing in Grades 5 and 8	March 24 – Apr 4	April 13 -- 24	April 4 - 15
<b>MSA Science Test Administration – Online</b> Science testing in Grades 5 and 8	March 24 – April 11	April 13 – May 1	April 4 – 22
<b>MSA Science:</b> Deadline for LACs to submit Post-test files	May 16	June 5	May 27
<b>PARCC Assessment – Field Test</b>	PBA – March 24, 2014 – Apr. 11, 2014  EOY – May 5, 2014 – June 6, 2014		
<b>PARCC Assessment – Operational</b>		PBA – TBD  EOY – TBD	PBA – TBD  EOY – TBD



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<b>Test or Action</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>HSA &amp; Mod-HSA Senior Administration - Paper</b>  <b>Note: Senior HSA and Mod-HSA (Paper) have <u>one make-up day</u> used for all contents</b>	Apr. 7-10  04/07—Biology 04/08—Alg/DA 04/09—English  04/10—Make-up for all contents	Apr. 13-16  04/13—English 04/14—Biology 04/15—Alg/DA  04/16—Make-up for all contents	Apr. 4-8  04/04—Government 04/05—Alg/DA 04/06—English 04/07—Biology  04/08—Make-up for all contents
<b>HSA &amp; Mod-HSA Senior Administration - Online</b>	Apr. 7 – 11	April 13 – 17	Apr. 4-8
<b>HSA &amp; Mod-HSA May Administration - Paper</b>  5/19—Government 5/20—Biology 5/21—Alg/DA 5/22—English	May 19 – 22  5/19—Government 5/20—Biology 5/21—Alg/DA 5/22—English	May 18 – 21  5/18—Government 5/19—English 5/20—Biology 5/21—Alg/DA	May 23—26  05/23—Government 05/24—Alg/DA 05/25—English 05/26—Biology
<b>HSA &amp; Mod-HSA May Make-up Testing – Paper</b>  <b>Note: May HSA &amp; Mod-HSA (Paper) have <u>two make-up weeks</u></b>	May 27–30 & June 2–6  5/27—Government 5/28—Biology 5/29—Alg./DA 5/30—English  6/02—Government 6/03—Biology 6/05—Alg./DA 6/06—English (No testing June 4)	May 26-29 & June 1-4  5/26-Government 5/27—English 5/28—Biology 5/29—Alg/DA  6/01—Government 6/02—English 6/03—Biology 6/04—Alg/DA	May 31-June 3 & June 7—10  05/31—Government 06/01—Alg/DA 06/02—English 06/03—Biology  06/07—Government 06/08—Alg/DA 06/09—English 06/10—Biology
<b>HSA and Mod-HSA May Administration - Online</b>	May 19 – June 6  (No testing May 26 and June 4)	May 18 – June 4  (No testing May 25)	May 23 – June 10  (No testing May 30 and June 6)
<b>Unique Accommodation and Multiple Day Accommodation Requests are Due to MSDE for the <u>Summer HSA/Mod HSA Administration</u></b>	June 6	June 12	June 10

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<b>Test or Action</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Local Accountability Coordination Meeting</b> (This full-day meeting includes training for Alt-MSA Administration for next testing year) Intended participants: LACs and Alt-MSA Facilitators	June 10	June 9	June 7
<b>HSA &amp; Mod-HSA Summer Administration Week #1 Testing - Paper</b>  Note: First Summer HSA and Mod-HSA (Paper) testing week has <u>one make-up day</u> used for all contents.	July 21 – 25 <hr/> 7/21—Government 7/22—Biology 7/23—Alg./DA 7/24—English  7/25—Make-up for all contents	July 27 – 31 <hr/> 7/27—Government 7/28—English 7/29—Biology 7/30—Alg/DA  7/31—Make-up for all contents	July 25 –29 <hr/> 07/25—Government 07/26—Alg/DA 07/27—English 07/28—Biology  07/29—Make-up for all contents
<b>HSA &amp; Mod-HSA Summer Administration Week #1 Testing – Online</b>	July 21 – 25	July 27 – 31	July 25 - 29
<b>HSA &amp; Mod-HSA Summer Administration Week #2 Testing - Paper</b>  Note: Second Summer HSA and Mod-HSA (Paper) testing week have <u>one make-up day</u> used for all contents	July 29 – Aug 4 <hr/> 7/29—Govenment 7/30—Biology 7/31—Alg./DA 8/01—English  8/04—Make-up for all contents	Aug 3 – 7 <hr/> 8/03—Govenment 8/04—English 8/05—Biology 8/06—Alg/DA  8/07—Make-up for all contents	Aug 1 - 5 <hr/> 08/01—Government 08/02—Alg/DA 08/03—English 08/04—Biology  08/05—Make-up for all contents
<b>HSA &amp; Mod-HSA Summer Administration Week #2 Testing - Online</b>	July 29 – Aug 4	Aug 3 – 7	Aug 1 – 5

# STATE TESTING CALENDAR (Based on current school start date of last week in August)

SCHOOL YEAR 2014-2015	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 2014																															
October																															
November																															
December																															
January 2015																															
February																															
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Alt-MSA (9/02/14—2/26/15)		PARCC PBA (Performance Based Assessment)	ELPA (Access for ELs)
HSA		PARCC EOY (End of Year assessment)	NAEP
MSA Science		Weekends/Holiday	

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Maryland Community News

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*Published: Friday, September 13, 2013*

## **A later start to school year worth a look (The Herald-Mail)**

[A later start to school year worth a look](#)

Maryland Comptroller Peter Franchot raises an intriguing question: Why not start school after Labor Day, the more traditional date for the beginning of school?

Franchot believes this would generate a significant amount of tax revenue — \$73 million to be exact — from families that would use the added week to vacation in Ocean City or elsewhere in the state.

If he's right — the numbers are not necessarily firm — this would contribute some much-needed revenue to the treasury....

Perhaps the greatest challenge to the idea is the truth that kids retain less and less of their learning the longer they are away from the classroom....

But all things being equal, there might be advantages to a post-Labor Day start. Taxes generated and wages earned might be at the top of the list, but the cost to cool classrooms in August cannot be insignificant either....

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Maryland Community News

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*Published: Wednesday, September 18, 2013*

## **Coalition wants Montgomery County schools to close on Muslim holidays** [by Lindsay A. Powers](#)

*Staff writer*

A coalition of local Muslims and others are urging Montgomery County Public Schools to close on two holidays, which the coalition's co-chair, Saqib Ali, framed as a civil rights issue.

Besides an amended county school system calendar, the Equality for Eid Coalition — sponsored by the Maryland chapter of the Council of American Islamic Relations — wants students and staff members to skip school on Oct. 15 and instead celebrate Eid al-Adha.

Supporters can sign the coalition's online petition at [www.equality4eid.com](http://www.equality4eid.com). As of Monday, it had about 260 signatures.

The coalition, which formed about a year ago, also wants schools to close when classes conflict with another Muslim holiday, Eid al-Fitr. However, for at least the next three years, Eid al-Fitr will fall on days during the school system's summer break.

Both Eid holidays fall on different days each year, as they follow the Islam lunar calendar.

Eid al-Adha marks the Hajj pilgrimage to Mecca. Eid al-Fitr celebrates the end of Ramadan, according to the coalition's website.

The issue was discussed by the county Board of Education in November 2012, when it opted not to close school on the Muslim holidays after parents and community leaders requested it.

School system staff reported at the time there was not a high absentee rate on the holiday in the past three years.

Ali — a state delegate from 2007 to 2011 who has filed to run again next year — said, however, the coalition thinks attendance is “not the right question to ask.”

The decisions to close school on or near Christian and Jewish holidays were not based on similar analyses of attendance records, Ali said, and Muslim holidays should not be held to a different standard.

“If we’re only going to use them (the attendance studies) for certain communities, that’s not equitable,” Ali said.

Ali said the number of Muslim students in the county school system is unknown.

"But we know there's a significant number and it seems to be growing," he said.

According to its website, the coalition's supporters include Montgomery County Executive Isiah Leggett, County Council President Nancy Navarro, and seven state senators and delegates.

Montgomery County Board of Education member Philip Kauffman (At-large) of Olney said it boils down to what the law allows.

"We need evidence of student absences or staff absences that would impact on the delivery of instruction," he said.

The school system will monitor absences this year, he said, though past studies in recent years have not indicated a "discernable trend."

Schools close on Christian holidays such as Christmas and Good Friday under state law.

Chief Operating Officer Larry Bowers said the school system added Jewish holidays such as Rosh Hashanah and Yom Kippur based on low attendance from Jewish teachers and students on the holidays.

The school system, however, does not have records showing how it came to the decision in the early 1970s, he said.

Since then, Bowers said, case law has arisen that lets districts close schools only for secular purposes.

"We make it clear that these are excused absences, but we, at this stage, we really need to follow the law," Kauffman said.

The school system recognizes both Muslim holidays by declaring them nontesting days and giving Muslim students excused absences.

Mimi Hassanein, outreach coordinator for the Islamic Society of Germantown, said she personally has advocated on this issue for about 25 years and joined the campaign about a year ago.

Hassanein has had three children go through the county school system and has five grandchildren currently attending. She said she has had a "positive" experience in her efforts to help educate school system teachers and staff about Muslim holidays and culture.

Yet, she wants schools to close in observance of the Eids, either entirely or just for students.

Hassanein said the school system has been more sensitive to Muslim students and staff by trying not to schedule exams or introduce new topics in class.

But, she said, "it varies from school to school. It's not set in stone."

In her experience, she said, about half of Muslim families have their children miss school to celebrate an Eid holiday.

Montgomery County Council member George L. Leventhal (D-At large) of Takoma Park has supported efforts to close school on Muslim holidays in the past and said he thinks the school system eventually will decide to close schools.

"It poses a conflict for people who want to exercise their right to religious observance," Leventhal said.

If schools remain open, he said, parents and students "highly motivated toward academic achievement" will go to school instead of celebrating.

If schools were open on a Jewish holiday such as Rosh Hashanah, Leventhal said, he thinks "a substantial number" of Jewish students would attend classes.

Leventhal said the school system has "a lot of flexibility" when it comes to closing schools.

"They've drawn the line at Christians and Jews, and that's exclusionary," he said.

Area mosques and organizations, including Jews United for Justice, which has an activism focus in the Washington, D.C., area, are supporting the campaign.

Rebecca Ennen, the organization's development and communications manager, said generally holidays are "crucial and central" to a religious group's community and identity.

"When those don't get recognized, it's a real negation of what our values are and what we stand for," she said.

The coalition plans to hold a press conference Monday outside the Montgomery County Council Office Building in Rockville announce itself and its mission.

The school board is scheduled to discuss the issue next in the fall of 2014.

lpowers@gazette.net

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### Church Fire Victim Released From Hospital; Community Plans Benefit Friday

OCEAN CITY – The woman battling back from injuries sustained in last year's St. Paul's by the Sea Episcopal Church fire was released from the hospital over the weekend and the community is planning to come together for a fundraiser this Friday. The benefit for Dana Truitt will be held Jan. 10, from 5-9 p.m. at Seacrets on 49th Street. ...

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### Star Charities Holds Fund Raiser For Wounded Soldiers Of Maryland

Anna Foults's Star Charities held its latest fund raiser at

## Mathias Optimistic About Post-Holiday School Start Committee

Posted on 10/04/2013 by **Shawn J. Soper**

OCEAN CITY — The task force studying the issue of moving the start date for public schools across Maryland back after Labor Day had its first meeting last week with positive results, but it will likely take serious support from the resort business community to make the change a reality.

Last spring, the Maryland General Assembly approved a bill that created a task force to study the issue of moving the start date for public schools across the state back after Labor Day. Maryland Comptroller Peter Franchot last year pushed legislation to create task force to study a post-Labor Day start date for public schools, citing the economic benefit while preserving the mandated number of days in the school calendar.

In a report released in August, Franchot pointed out a post-Labor Day start date for schools could result in \$7.7 million in state and local revenue and an additional \$74 million in direct economic impact.

Senator Jim Mathias introduced legislation in the 2013 session that would establish a task force to study the issue and state lawmakers approved the bill. The task force, which includes Ocean City business owners Greg Shockley and G. Hale Harrison, met for the first time last week and began preparing recommendations. Mathias told Economic Development Committee (EDC) members this week the first task force meeting was positive and called on business leaders to continue to press state lawmakers for the change.

the Ocean Pines Community Center Sept. 20 to raise funds to benefit Wounded Soldiers of Maryland.

Pictured, from left, are Charles and Sharon Sorrentino, Worcester County Commissioner Judy Boggs, Anna Foultz, candidate for Maryland House of Delegates for District 38C Mary Beth Carozza, Senator Jim Mathias, Co-host Gilly Foultz and Emcee Larry Walton. ...

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**Yenney, Emergency Outreach Coordinator for the Community Church's Emergency Outreach Program, Guest Speaker At Kiwanis Club of Greater Ocean Pines-Ocean City Weekly Meeting**

At the Aug. 14, weekly meeting of the Kiwanis Club of Greater Ocean Pines-Ocean City, the guest speaker was Mary Yenney, Emergency Outreach Coordinator for the Community Church's Emergency Outreach Program. Also pictured is speaker chair Graham Caldwell.

"The task force had its first meeting and there is real optimism in the air about getting this done," he said. "I feel really good about it but there is a lot of work yet to be done."

Mathias said the economics of the post-Labor Day start for schools alone could make a significant difference business in the resort.

"You all need to reach out and let us know just how important this is," he said. "It's millions of dollars. We all know when we lose a weekend in the summer in Ocean City it could be all of our net. By the same token, if we get a week back in August, that can be huge." EDC Chairman Michael James agreed the resort business community needs to continue to push for the post-Labor Day start date for schools.

"This is an important issue and it's not just about the economics," he said. "This is really about families and quality of life. We're really going to need a full-court press on this one. We need to work hard and let our officials know just how important this is."

This article was written by [Shawn J. Soper](#), [Shawn J. Soper](#). Bookmark the [permalink](#).

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POST COMMENT



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## Sarah Spross

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**From:** Richmond, MaryJo J [MaryJo.Richmond@fcps.org]  
**Sent:** Wednesday, September 18, 2013 9:22 AM  
**To:** Sarah Spross; William Cappe; Kristine Angelis  
**Subject:** Post Labor Day Committee

Yesterday's meeting was wonderful, for starters.

I was thinking about our next meeting and potential guest speakers.

Religious holidays: there is a huge difference in the way that school systems and especially LEAs and higher education handle religious holidays. It would be wonderful if we could craft language at the state level that mimicked what the colleges say that allow for classes to still be held and for students to be excused and the calendar just progresses. Perhaps someone could come and talk about this?

If we do start post labor day and school district add three weeks to their calendar and high school students in their junior and senior year are sitting in their AP classrooms for an additional three weeks following their AP exams (for a total of about 3-6 weeks) with no curriculum because their final exam has been taken and they are mandated by law to attend class, I'd love to have a teacher that teaches AP classes come and tell the committee how this will impact their work.

One of my co-workers has agreed to pay for a substitute for one of his social studies teachers come and speak to our committee if you would like to hear from a Frederick County AP social studies teacher.

Mary Jo Richmond  
Supervisor, Media Services  
Frederick County Public Schools  
191 S. East Street  
Frederick, MD 21701  
301.644.5134  
<http://education.fcps.org/mediaservices/>

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September 25, 2013

Mr. William R. Cappe, Chairman  
Nancy S. Grasmick State Education Building  
200 West Baltimore St.  
Baltimore, MD 21201-2595

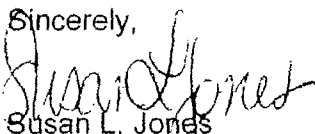
Dear Mr. Cappe,

On behalf of the Ocean City Hotel-Motel-Restaurant Association, I am writing regarding the start date for Maryland schools. We appreciate you leading the task force and bringing together all parties to connect, communicate and collaborate on best practices and solutions.

This issue is one that has a profound effect, not only on our industry, but on the State tax revenue stream. While we are extremely supportive of beginning schools after Labor Day, we would like to express our opinion that it would defeat the purpose if the school closing date slides further into June.

Again, thank you for exploring the issue. Feel free to contact us should you need any information.

Sincerely,

  
Susan L. Jones  
Executive Director

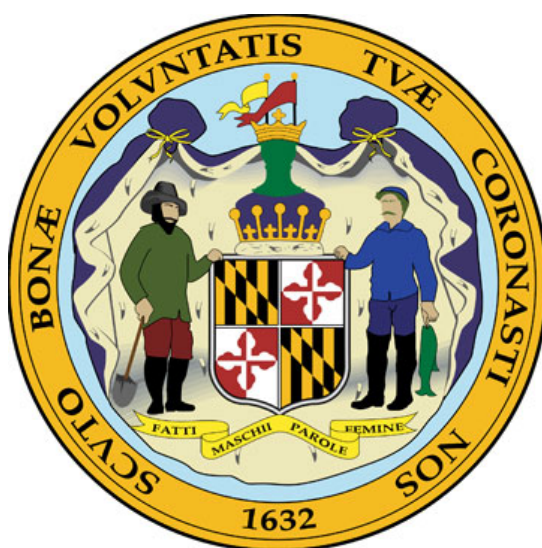
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# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix VI**



**June 2014**

**Task Force to Study a Post-Labor Day Start Date for MD Public Schools**  
**Minutes**  
**January 7, 2014**

**Welcome:** William Cappe, Chairman of the Task Force called the meeting to order at 1:09 PM when a quorum was present. Mr. Cappe welcomed Task Force members and observers to the meeting. The following members have indicated they cannot attend: Madeline Hanington, G. Hale Harrison, and Julie Marker.

**Attendance:** Nine of the nineteen members were present at the start of the meeting, with a total of twelve members being present by the end of the meeting.

**Approval of Minutes:** Mr. Cappe asked if there were any changes to the minutes as presented. Since there were no changes to the minutes, the chair asked for a motion to approve the minutes of the November 12, 2013 Task Force meeting. A motion was made by Mr. Mosner to approve the minutes and it was seconded by Mr. Haynie. The motion was approved by the members present.

Approved minutes will be posted on the MSDE website.

Mr. Cappe informed the members that three individuals are scheduled to address the Task Force today. Each speaker will be given 20 minutes: 10 minutes for their presentation and 10 minutes for questions and answers. Task Force members have been given index cards to write any further questions they may have for the speakers. Those questions will be forwarded to that individual for a response.

**Speakers:**

Dr. Lillian Lowery, State Superintendent of Schools:

- 83% of students statewide are reported as proficient ranking as the Maryland the second highest state; the state has an 85% graduation rate.
- Education Article Section 4-101 which states that educational matters affecting the counties are to be under the control of the county boards of education; Education Article Section 7-103(a) requires that school are open to students for at least 180 school days and a minimum of 1,080 hours in a 10-month period. COMAR 13A.03.02.12A requires public high schools to be open for at least 180 actual school days and a minimum of 1,170 hours during a 10-month period. State law also mandates the following holidays for school systems: Thanksgiving Day and the day after, Christmas Eve through January 1, Martin Luther King Day, President's Day, the Friday before Easter through Monday after Easter, Memorial Day; and primary and election days.
- Thus, with the exception of holidays local boards of education and school systems have total responsibility for determining their school calendar. This includes beginning and ending dates, number of inclement weather days, and the number of days necessary for staff development. Schools systems need flexibility in determining their calendar. For example today, 1/3 of the school systems are open, 1/3 are closed, and 1/3 are starting late due to inclement weather conditions today.

- Local school systems reach out to their stakeholders to develop their school calendars which support the needs and preferences of each local community.
- The Maryland State Department of Education (MSDE) has had discussions about calendar development and has agreed that it remain with the local school systems. In fact there has been a steady progression of schools opening before Labor Day since the 2000-2001 school year. For the past 5 years all 24 school systems have opened before Labor Day.
- Question: it was asked if online testing could alleviate teacher stress in addition to moving testing to May 1<sup>st</sup>, and that there are restrictions placed on the school calendar actual start date due to sports as an example. Dr. Lowery stated that online testing could give more flexibility to school systems. She reiterated that students lose a lot of instructional time when not in school especially since teachers are getting to know their students during the early part of the school year; however, she still believes that each individual school system should have the flexibility to set their own calendars.
- Question: if a post-Labor Day start becomes law what is the role of MSDE? MSDE approves local school system calendars. If this becomes law, MSDE will follow the law to make sure each jurisdiction has the required days and hours. The state does not prescribe calendar development as each local school system has unique needs and can make better decisions for its school system than the state.
- Question: could start dates be staggered for elementary, middle, and high school, and can the 180 day requirement be changed? The state is now transitioning to more rigorous standards, and to accompany this many states are moving toward more days of instruction. Staggering could be difficult with families having students in different school settings. Again, calendars are built on local school system and community needs by their own calendar committees.
- Question: Could the number of days be lessened if the hours in the day were increased? This will need more discussion as COMAR mandates the number of days per year.
- Question: What is your position on a post-Labor Day start date? Dr. Lowery indicated that she is in favor of school systems having the flexibility of local control in determining their school calendars.
- Several Task Force members assured Dr. Lowery that they were not advocating a reduction in instructional time but wanted to give more certainty to parents about school start dates to facilitate family planning and school hiring and planning schedules.

Dr. Michael , Superintendent, St. Mary's County Public Schools, and President, Public School Superintendents' Association of Maryland:

- Having spent his entire educational career in the state, he is well aware of the issues facing the state and this Task Force. In framing his remarks he referred to the term "mutually exclusive" meaning you cannot have one if you have the other. He does see a need to increase the economic engine of the state but is concerned with the academic needs and achievement of our students. He questioned whether this was the vehicle to better serve student achievement.
- He discussed the plight of disadvantaged students suggesting we encourage local schools systems to provide more services to these students. Elongating the school year and providing more student programs could be a better answer. He cited Baltimore City as a

system that needs flexibility to serve the diverse economic population it has. Changing the start date will not address the gap in education being experienced by these students, it just shifts the gap. By pushing the school start date until after Labor Day, schools may end up adding days onto the calendar if we experience a lot weather closures and having school in session until the end of June.

- He again stressed the opposition of the 24 school superintendents to a post-Labor Day start date as he indicated in his November 6, 2013 letter to the chair of this Task Force (refer to handouts from the November 17, 2013 meeting).
- He discussed the charter school in his district which is the only charter school in the southern Maryland area. This school operates on a quintessential schedule and begins on August 1. The students attend 7 weeks of school and then have 2 weeks off with no school during the month of July. This gives students and teachers time to recharge and prepare for the next school session. It eliminates a longer summer break and “summer regression” of students. This type of program provides opportunities as well as food programs to assist students in poverty which contributes to lessening the achievement gap. Thus, the engine of the school house never shuts down with this model. He suggested reading Malcolm Gladwell’s book, *Outliers*. This book discusses 2 studies – one being done in Baltimore City and the other with KIPP schools – illustrating that schools are moving to a year-long schedule.
- He again stressed the importance of local school system control over their calendars as the superintendents are more aware of the needs and nuances of their jurisdictions.
- Question: It was again stressed that the Task Force is not looking to change the number of days or hours for the schools, just a shift in the start date. Dr. Martirano indicated that when you make a shift in one thing something else has to change. He gave an example of Fairfax County, Virginia schools. Their end date for school was June 23<sup>rd</sup> due to weather related closures and this brought issues of attending school during warm weather. It is difficult to accommodate all the needs of the community, push back from parents to get on with vacation plans, and fitting in days off and professional development when developing a calendar.
- Question: Is there a correlation between poverty and truancy/dropout rates? The correlation between start dates and bad habits is not necessarily true. Martirano suggested that when students are not in school, they develop bad habits and become involved in bad situations. The gap widens over the summer months and this is a concern. Students need to focus on their education early in life. He also suggested we need to recognize what is happening in each community. It is important to understand the economy and instructional needs of the students. Local school systems understand the nuances of their jurisdictions. Schools are hubs and there is a delicate balance when tinkering with young people and success.
- Question: Were there any formal inquiries about what parents want? Martirano suggested that the charter school in his district was well received by parents. The county school system has studied a year-long calendar, but decided not to pursue it due to all organizations involved in such a change. Parents do like the charter school model.
- Question: At what level is the charter school? The school serves students in kindergarten through 8<sup>th</sup> grades. It is looking to expand into high school by adding one grade per year.



- Question: Would you support summer school for enrichment rather than just accommodating students who need the credits to pass? Martirano said he would support this concept and has worked with a variety of such programs during his career. He has worked with Parks and Recreation to continue programs to foster student progress and avoid summer regression as well as the federal government funds to provide lunch for these students.
- Question: The post-Labor Day start is an attempt to raise revenues to support schools as government has finite resources. Martirano agreed with the need to increase the economic base, but it is also important to maintain instructional integrity.
- Question: How do you accommodate teachers when the summer off has been engrained in their schedules? Martirano indicated that his county begins school on a Wednesday and the schools conduct an open house on the Monday and Tuesday before to give teachers time to address any issues that arise. This change in a start date could bring about an 8 day shift.
- Question: What would be the implementation process if a post-Labor Day start date goes into effect? Martirano said a staggered start for elementary, middle and high schools students as was suggested would be chaotic for families and busing of students. If the mandate is implemented each county will formulate its calendar to be in compliance with the law and to accommodate its needs as best it can. Schools systems may have to compress the "spring break" in order to meet the schools' ultimate end date without going too far into June. At this time Dr. Martirano indicated St. Mary's has not developed a post-Labor Day start calendar nor to the best of his knowledge have any other school systems.

Franklin Chaney, Chief of Recreational Services, Anne Arundel County Department of Recreation and Parks:

- Mr. Chaney described how Recreation and Parks works with the Anne Arundel County Board of Education to utilize each others' facilities and resources.
- He shared the Department's Joint Use Agreement and Guidelines and Reference Manual with the Task Force. These documents outlined how school facilities are used, planning of programs, and the organizations that can use the facilities.
- Recreation and Parks pays the Anne Arundel County Public Schools to use the facilities both before and after school as well as the weekends.
- Recreation and Parks services approximately 3,000 children in their programs which include summer camps, before and after school care, and sports programs.
- If a post-Labor Day start date is implemented the Department will make the necessary changes such as extending summer camp programs and child care programs. There could be a staffing issue for the camp programs when employing college students who would return to college before the camp programs are completed. The Department would make adjustments in scheduling of camp program to meet the date change.
- Anne Arundel County does not have recreation centers. The schools serve as the recreation facilities.
- Question: Do most Recreation and Parks Departments have similar structures as Anne Arundel County? Mr. Chaney indicated that his department takes a more active role in the schools than other counties; however, each county is different.

- Question: Describe some of the programs. Recreation and Parks operates 33 child care centers in elementary schools beginning a 7 AM (ending when school starts), and continue in the afternoon when school ends to 6 PM. The Department works with the school system to feed students breakfast/lunch or lunch/dinner depending on the program and school.
- Question: Is there a fee schedule? Recreation and Parks pays the school system approximately \$350,000 and in addition pays school custodians for weekend services. Program participants are charged a fee for participating in their programs. Programs in Title I schools are lowered so parents can afford the programs.

The committee had indicated it wanted to have speakers from unions come and present. Mr. Cappe indicated that he had reached out to 4 such organizations but they either could not come or did not respond to the invitation. He asked if the Task Force still wanted to have someone from the unions come to the meeting to speak. A show of hands indicated that the members would like to have such speakers at the next meeting.

**Public Comment:** No one participated in the time allotted for public comment.

**Review of Materials:** Task Force members were given a packet of materials that the staff had gathered since the last meeting in November. Mr. Noonan, CEO, Visit Baltimore, provided the staff with copies of the studies he referred to in his presentation at the November meeting. Those studies are also included in the folder.

A reference was made to the studies presented by Mr. Noonan, especially the advantages and disadvantages of changing the start dates in Texas as it applied to this situation.

It was asked if it was possible to survey a member's individual district on different ideas related to a post-Labor Day start date. It was discussed that if one county is surveyed it would be critical to survey all counties but time is limited. Since all superintendents would have to be contacted for such a survey, Mr. Cappe asked to have the questions developed for the survey sent to him.

**Final Report Framework:** Sarah presented a draft Final Report framework to the Task Force which is designed to provide a template for the Task Force that was modeled after past task force reports. The template will provide:

- uniformity in reporting findings and recommendations,
- highlight statewide data collection and analysis, and
- opportunities to include additional issues discussed.

Included in the report is a letter addressed to the Governor O'Malley, Senator Thomas "Mike" Miller, and Delegate Michael Busch. This is basically an executive summary of the Task Force findings and recommendations. Each work group is given a section in the report to provide their data collection, data analysis, issues considered, and recommendations.

A question was asked by a member to the senators and delegates present regarding the status of the Task Force report when submitted by the June 30, 2014 deadline. At this time the legislative

session will be ended and Governor O'Malley's term will be ending. Perhaps the report should be completed before the 2014 legislative session ends so that Task Force recommendations can be considered. Discussion ensued with some members indicating their preference that the Task Force expedite its work in order to submit its findings during the 2014 legislative session.

Another member expressed concern about the data needed in order to make a statewide recommendation during this legislative session, and does the Task Force have enough information to present to the public illustrating how they made a recommendation before the end of the legislative session.

Discussion then centered on conducting statewide surveys with school superintendents and the general public in order to ascertain data on a post-Labor Day start. Concern was expressed about the ability to accomplish both surveys in a short amount of time as the Task Force needs data to base their recommendations rather than just anecdotal information. During the January Task Force meeting time was allotted for public comment; however, no one participated. It was suggested the general public needs to respond to this change; however, no one has been present to present public comment. It was suggested that since people work, it is difficult for them to come to Task Force meetings. Public comment time has been allotted at the February 2014 Task Force meeting and this has been noted on the website.

Several Task Force members again reiterated the need to expedite the Task Force process in order to submit recommendations to the legislature before their adjournment on April 7, 2014. Once submitted it will take time for the legislative process – which includes drafting a bill, dropping it in the hopper, assigning it to a committee, scheduling hearings, etc. Once passed in one chamber it encounters a similar process in the other chamber.

A question was asked if such a bill would have an opportunity to be heard and voted on this session, and if the legislature could vote on a bill without the Task Force report. The elected officials indicated that it could be difficult without the Task Force's recommendations. It was suggested that if a favorable Task Force vote on a post-Labor Day start date for schools was completed, that favorable vote could be forwarded to the Governor and legislature with the Task Force indicating a report would follow. This would give legislators time to draft a bill while the Task Force worked on the report. It was also suggested the Task Force chairman report this concept with the Governor.

It was pointed out to the Task Force members that 6 individuals were absent who would not have an opportunity to share their concerns or cast their vote on this expedited process at this meeting. The chairman said he would have to consult counsel about an expedited vote and complete disclosure of committee actions. It was agreed that all members of the Task Force should be present when a final vote to recommend/not recommend is taken. Another member suggested that if the work groups could complete their report by the March 5 meeting if could be expedited.

The chairman indicated that there had been no previous discussion of an early vote, and the idea of an early vote was not anticipated. He is concerned that there are issues that have not been

considered and that the work groups have not met or shared data collection and analysis. He will contact counsel about legal issues surrounding an expedited vote.

It was reiterated again that if a vote is to be taken all members should be notified to be present. Each member was appointed to the Task Force to represent a certain constituency, and each member should have the opportunity to vote if the committee wants to expedite the vote and recommendation of the Task Force. It was suggested that the possibility of a vote be communicated to the Task Force members for the February meeting. One member indicated that everyone knew where they stood on the issue before they walked into the first meeting of the Task Force and nothing has changed; therefore, there is no need to delay such a vote, as this issue could continue on forever. A Task Force member implied that even our two speakers today support a move to a post-Labor Day start date.

Again, it was said that although many are looking for a favorable recommendation, they do not want to do anything impetuous that could mar the outcome or have it nullified by attorneys. Therefore, all members should be present at the table and their vote documented.

The committee staff again asked if the members believed they had enough information to make an informed recommendation. Was their decision going to be data driven, anecdotal or personal preference. The staff has provided the members with an abundance of information to cull through. The staff will develop the Task Force report as directed with the data provided by the members on which their decisions are based.

The chair asked the members if they still wanted to have union representatives come and talk to the group. The response was positive. Mr. Cappe indicated he reached out to 4 different unions but had no response to the invitations or union individuals could not attend. Also, another member asked if the members wanted someone to speak about AP testing and how it could be affected with a post-Labor Day start. It was determined that this was not necessary.

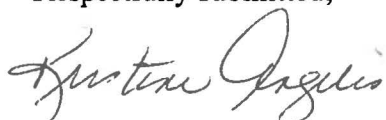
One member was concerned that the Task Force was moving to a vote to recommend rather than presenting a list of recommendations to the Governor. One Task Force member indicated that sometimes there is an opportunity for a minority report to be attached to the final Task Force report which will give everyone an opportunity to have their point-of-view heard.

The next meeting of the Task Force is scheduled for February 5, 2014. The chair asked the membership if they wanted another meeting prior to this date for the work groups to meet. A question was asked if it could be done via email; however, this would not be acceptable under the Open Meetings Act. The chair said he would investigate setting up a meeting later in January for the work groups to meet. He will advise the membership as soon as a date and time is established.

A motion was made and seconded to adjourn the meeting at 4:07 PM.

January 7, 2014 Minutes

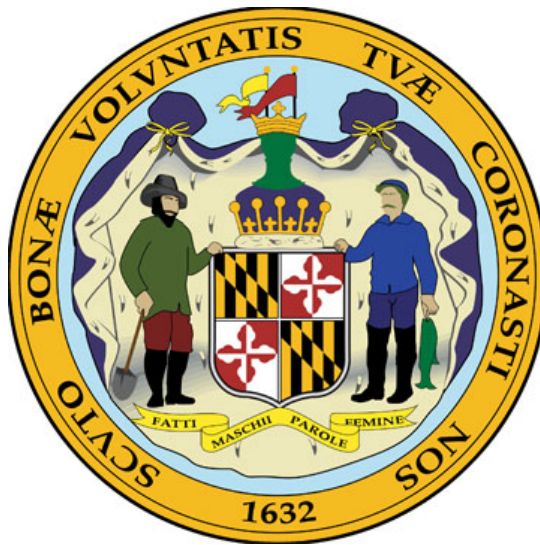
Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Kristine Angelis".

Kristine Angelis, Ph.D.

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix VII**



**June 2014**

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

**Materials of Interest  
January 7, 2014 Meeting**

## **Materials of Interest by Speaker**

**Dr. Lillian M. Lowery, State Superintendent, Maryland State Department of Education**

**Dr. Michael J. Martirano, Superintendent, St. Mary's County Public Schools**

**November 6, 2013 Letter from the Public School Superintendents' Association of Maryland**

Refer to document provided at the November 12, 2013 meeting.

**Mr. Franklin Chaney, Chief of Recreation Services, Anne Arundel County Department of Recreation and Parks**

## **Various Newspaper Articles Concerning Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

**"Task Force Debating Delaying School Year to After Labor Day," Fox 45 News, November 12, 2013**

News clip featuring Senator Jim Matthias, Mr. Howard M. Mosner, and Dr. Carl Roberts. Link to the news clip is <http://foxbaltimore.com/news/features/featured/stories/task-force-debating-delaying-school-year-after-labor-day-2403.shtml>.

**"Muslim holidays not added to Montgomery school calendar," Gazette, November 12, 2013**

Article provides follow up to the September 18, 2013 article that the Equity for Eid Coalition's efforts to persuade Montgomery County Public Schools to close school for the Muslim Holidays was unsuccessful. Montgomery County Public Schools will not be adding Eid al-Adha and Eid al-Fitr to their calendar as official holidays.

**"Montgomery Schools take no action on Muslim holidays," the Washington Post, November 16, 2013**

Article reports that the Montgomery County school system adopted its calendar for next year without voting on the question of giving students off for the major Muslim holidays. However, members of the Montgomery County Board of Education indicated that they would continue to study the issue. Next school year the holidays of Eid al-Adha and Eid al-Fitr fall on non-school days.



**“Franchot continues push for post-Labor Day school start,” Southern Maryland News Papers Online, December 13, 2013**

Article reports that at a recent event to promote his art initiative, Franchot continued to seek support to push back the start of schools and indicates that , “it’s a great idea...it’s ultimately going to happen.... it is very popular with parents.” Superintendent Michael Martirano reported “it is not a sound instructional decision.” He further indicated that the Maryland Superintendents have come out against the idea and (Martirano) has sent a letter to the committee advising against the change.

**“Franchot should stop meddling,” Southern Maryland News Papers Online, December 18, 2013**

Letter to the editor from Terri Van Asdlen, concerning the December 13, 2013 article, “Franchot continues push for post-Labor Day school start.” Ms. Van Asdlen expresses her concern about, “how the duties of the comptroller have a bearing on school year start dates.” She further questions the job duties of the state comptroller and state, “that other than state taxes supporting public education; she fails to see how the comptroller’s office and the Department of Education are connected.” Finally she states, “Franchot’s statements that the, “education bureaucracy will put up a lot of resistance” and “it’s a great idea, it’s ultimately going to happen” are divisive, insipid, and egotistical.”

**Documents from Mr. Thomas Noonan, CEO, Visit Baltimore**

**“An Economic Analysis of the Changing School Start Date in Texas,” Susan Combs, Texas Comptroller of Public Accounts, December 2000**

The purpose of this report was to study how a uniform start date would affect education and the economic issues surrounding that decision. The findings of this report indicate that in tourist destination areas there was at least \$332 million dollars lost due to an early school start date. Furthermore, 65% of Texans indicated that parents would prefer a uniform start date and that the children of migrant workers would benefit most from that decision.

**“South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries: An Analysis of Economic &Tax Revenue Impacts,” Stephan C. Morse, Ph.D., Professor & Economist School of Hotel, Restaurant and Tourism Management, University of South Carolina, August 2002**

The purpose of this report is to examine the effects and impacts of early school start dates in South Carolina on the Travel and Tourism economy of the State. This report concludes that South Carolina schools have moved start dates up by as much as three weeks and that this shift in start date has been associated with lower tourism activity in August, which has not been offset by an increase in June. Furthermore, schools have incurred higher utility costs associated with cooling school buildings due to the hot weather in August. Finally, under one scenario it is estimated that if 40% of families took one more vacation in the year the impact would be \$180 million in tourism related spending, \$6 million in new state tax revenue, and \$2.3 million in new local tax revenue.



**“Impact of a Uniform School Year on Florida’s Economy,” The Florida Senate, Interim Project Report 2003-112 Committee on Commerce and Economic Opportunities, January 2003**

The purpose of this interim report was to examine whether or not later school start dates would benefit the state’s economy, specifically the tourism industry, without harming the public school system. It was determined that there was not any currently available data that indicated starting schools later would benefit the state’s economy. In fact it was found that, the current early start dates may have only changed the timing of tourism revenue and expenditures. Therefore, the committee recommended against enacting uniform school start date or calendar at this time.

**“Post Labor Day School Start Dates in Tennessee: An Analysis of the Economic and Tax Revenue Impacts on Tennessee Travel and Tourism Industry,” Steve Morse, Ph.D., Director & Economist Tourism Institute Department of Retail, Hospitality, and Tourism Management, University of Tennessee, January 2008**

The purpose of this report was to 1) determine if a post labor day start would influence Tennessee residents’ summer travel plans, and 2) to estimate potential economic impact on state tax, local tax, and payroll. The report concluded that approximately 463,000 Tennessee residents would take an additional vacation during the summer if school started after Labor Day and approximately 223,000 residents would extend their vacation through the holiday weekend. It is anticipated that extending the summer would generate \$189 million in tourist spending, \$73 million in statewide payroll, and create more than 2600 jobs.

**“Do families vacation more in the summer when school starts after Labor Day?” Elton Mykerezzi, Assistant Professor, Department of Applied Economics, University of Minnesota and Genti Kostandini, Assistant Professor, Department of Agriculture and Applied Economics, University of Georgia, July 23, 2012**

This study indicates that states have historically struggled to accommodate the competing interests of the varied stakeholders in determining whether to mandate a post Labor Day start to schools. This study used data from the American Time Use Survey (ATUS) to examine the differences in family travel patterns from 2005-2010 in five states that have mandated start times. Some of these start times are pre-labor day and some are post. Findings indicated families were 50% more likely to take a two night or more trip in August or September if there was a post Labor Day start date.

***Special Note:*** Mr. Noonan referenced the aforementioned studies in his testimony on November 12, 2013 and asked that all provided documents be copied and be distributed to task force members. Due to the size of the documents, it was agreed by all members that copies would be provided at the January meeting. If outside entities are interested in obtaining a copy of a specific report please contact Dr. Kristine Angelis at [Kangelis@msde.state.md.us](mailto:Kangelis@msde.state.md.us).

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## Task Force Debating Delaying School Year t... text size A A A



Updated: Tuesday, November 12 2013, 07:06 PM EST

A *Maryland State Task Force* is debating whether to require Maryland public schools to delay starting their school year until after Labor Day. Currently all MD public schools open well before Labor Day and some state officials say that decision is costing the state in lost revenue.

Eastern Shore Senator Jim Mathias is the former mayor of Ocean City and is a member of the task force.

"It would be terrific to have the families be able to continue to vacation through that last week," Mathias said. "If you look at how many small businesses in the community are really predicated on summer employment...these are the benefits and this is how we see a positive economic impact."

But critics say if the *school year* starts *after Labor Day* it won't end until late June. Local school officials also say they also don't want to be forced by the state to delay starting their school year.

The task force is expected to submit its recommendations to the general assembly by the end of the year.



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## Maryland Community News

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*Published: Tuesday, November 12, 2013*

### **Muslim holidays not added to Montgomery school calendar** [by Lindsay A. Powers](#) *Staff writer*

Eid al-Adha and Eid al-Fitr won't be official school holidays next year, but some school board members say a change needs to be made in determining the basis for adding new holidays to the county schools' calendar.

While the decision won't affect the next school year, the Montgomery County school board didn't amend the school calendar Tuesday to give students and staff in Montgomery County Public Schools the day off on two Muslim holidays.

Among other information, the board considered absenteeism data from Eid al-Adha, which fell on Oct. 15 this year, before voting to approve the 2014-15 school year calendar.

School system officials have said the system needs a secular reason, such as high absenteeism rates from students and staff, to legally justify closing schools on a holiday.

Board members Michael Durso and Justin Kim voted against the calendar's approval.

Before the vote, school board President Christopher S. Barclay said he thinks the public school system needs to develop "a realistic and fair measure" for determining when student and staff absenteeism on a holiday is high enough to justify closing schools.

In next school year's calendar, the holidays — Eid al-Adha and Eid al-Fitr — would not have conflicted with classes. The holidays change each year as they follow the Islam lunar calendar.

Eid al-Adha marks the Hajj pilgrimage to Mecca. Eid al-Fitr celebrates the end of Ramadan.

The issue of closing schools on the holidays is at the heart of the Equality for Eid Coalition — sponsored by the Maryland chapter of the Council of American Islamic Relations — which has called for an amended school calendar.

The coalition also called for students and staff members to skip school on Oct. 15 and instead celebrate Eid al-Adha.

The school system recognizes both Muslim holidays by declaring them non-testing days and giving Muslim students excused absences.

On the Oct. 15 holiday, and on several days around it, the school system tracked absenteeism.

According to a Nov. 7 letter from Superintendent Joshua P. Starr to County Councilman George Leventhal, about 5.6 percent of students and 5 percent of teachers were absent on Eid al-Adha this year compared to about 3.2 percent of students and 4.2 percent of teachers the same day the previous week.

The letter also said that about 5.5 percent of students and 6.3 percent of teachers were absent the day before the holiday (which was Columbus Day) and about 3.9 percent of students and 4.6 percent of teachers were absent the day after the holiday.

School system officials have previously said the school system did not have the records showing how it came to its decision regarding the Jewish holidays.

But, school board Vice President Phil Kauffman said the school system recently located some of the files related to its decision to close on the Jewish holidays. A Nov. 5, 1973, memo, he said, shows the decision was made based on high absenteeism that hindered schools' ability to teach students.

That memo, he said, looked at about five years worth of data, and showed about 15 percent of both students and professional staff were absent on the first day of Rosh Hashanah.

The school system decided to close on the first day but not on the second day of Rosh Hashanah — when it found between 10 and 12 percent of students were absent and about 12 percent of professional staff were absent.

"Clearly we did make these decisions based on statistics back in 1973," he said.

At this point, he said, it does not appear the school system has seen the amount of absenteeism necessary to justify closing schools on the Muslim holidays.

Durso said, however, that he thinks the school system might be applying different standards for the Jewish and Muslim communities.

"I'm not sure 40-year old data still necessarily speaks to maybe what we're dealing with in 2013," Durso said.

Durso said there are other days during the school year when a significant number of people are absent.

"We have one coming up," he said. "It's called the day before Thanksgiving."

Samira Hussein — a long-time advocate for school closures on the Muslim holidays and a family service worker for the school system — said the school system can continue to gather absenteeism data for the Eid holidays, but she doesn't think it will be accurate, in part because the data doesn't encompass absences from all types of school staff.

Hussein said she doesn't think the 1973 memo is relevant anymore.

"If (Kauffman) wants to live 40 years ago, that's his choice," she said.

Leventhal, who has supported closing schools on the holidays, said he doesn't understand "what's magic about 15 percent" and that he thinks that the recent 5-percent absenteeism rate on Eid al-Adha is significant.

"I think the inequity continues," he said.

lpowers@gazette.net

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# The Washington Post

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## Montgomery schools take no action on Muslim holidays

**By Donna St. George, Published:  
November 16**

Montgomery County school leaders adopted a calendar for next school year without voting on the broader question of giving a day off to students for one of the major Muslim holy days.

But members of the Montgomery County Board of Education also signaled that they would continue to study the issue and asked that school staff look into creating fixed standards for granting such requests.

The decision to adopt the calendar, in a 5 to 2 vote, followed a [strong push by Muslim community](#) leaders in recent months to request that schools be closed for the Islamic holiday of Eid al-Adha, which fell on Oct. 15 this year. Muslim leaders pointed out that Montgomery schools are closed for Christian and Jewish holidays, arguing that it was a matter of fairness.

But as the issue was considered last week, school leaders noted that Islamic holidays will fall on non-school days in 2014. Eid al-Fitr, which marks the end of Ramadan, will be celebrated in July. Eid al-Adha, known as the festival of the sacrifice, falls on Oct. 4, a Saturday.

Still, the board's discussion illuminated [enduring questions](#) about how and when schools decide to shut their doors for a religious holiday.

School officials have said the operational impact of a holiday is key. They say they cannot legally observe a religious holiday and instead look to factors such as high absenteeism. Muslim leaders had urged Muslim families and non-Muslim supporters to keep students home from school this year on Eid al-Adha as a display of the holiday's impact.

But district figures showed that the effort fell short, with 5.6 percent of students and 5 percent of teachers not in school on Eid al-Adha. On the previous Tuesday, a normal school day, 3.2 percent of students and 4.2 percent of teachers were absent.

Though it was a slight increase, Montgomery officials said it was not out of the normal range. This underscored the question: How much absenteeism is enough to qualify for a school holiday?

State law provides for school holidays timed with Christmas and Easter. Closing schools for Jewish holidays began in the 1970s in Montgomery.

At Tuesday's meeting, Philip Kauffman, the board's vice president, said the district had documents from 1973 that showed high rates of absence for Jewish holidays. The documents suggest that 15 percent or more of students and staff were absent for the first day of Rosh Hashanah in 1973 and previous years.

"It has been suggested that we're asking for something different from the Muslim community that we did not do for the Jewish community," Kauffman said. But, he said, "clearly we did make the decision based on statistics back in 1973."

Board Member Michael Durso said the figures did not resolve the issue for him, saying that the situation creates a difficult scenario for Muslim families.

"What do we say to Muslim parents who have to explain to their children the intricacies of how this decision is made when in the eyes of those families they're not being dealt with in the same fashion as others?" Durso asked.

Board President Christopher Barclay said the school system needs set methods to use in considering the issue. "I am not prone to do something quickly, but I am prone to have a clear standard," Barclay said.

Amal Muhtaseb, a Montgomery mother of three, told board members that her eldest daughter was not able to enjoy her holiday because she was missing a math test. She said she wanted her children to be treated "the same way their Christian and Jewish classmates are."

Another parent, Khaled Abuhatab, said his 7-year-old stayed home for Eid al-Adha but the next day stepped off his school bus complaining that he had double the homework because he had not been in school on the holiday.

Under district policy, students are excused for religious holiday absences, and teachers are not supposed to give tests. But Muslim families say their sons and daughters should not have to miss instruction and that the conflict is especially hard on older students.

Saqib Ali, a former state lawmaker and co-chair of the Equality for Eid Coalition, said he was pleased that two board members — Durso and student member Justin Kim — indicated support by voting against the county's school calendar.

Ali said he was also heartened by the decision to look into what it would take to grant a day off and hoped his group might be involved in finding a creative solution. "There is definitely some progress since last year," Ali said.

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## Southern Maryland

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*Published: Friday, December 13, 2013*

**Franchot continues push for post-Labor Day school start** [by Jesse Yeatman](#) *Staff writer*

Comptroller Peter Franchot (D) is gathering support to push back the start of school years to after Labor Day.

County school superintendents have come out against the idea, however, saying that a shorter summer break is academically beneficial to students, especially those from low-income families, who have limited opportunities for academic enrichment over the summer.

"It's just not a sound instructional decision," Superintendent Michael Martirano said.

Martirano last year set up a committee to study an even earlier start time for St. Mary's public schools, which now begin in the last part of August. That idea was not moved forward, Martirano said, adding that "the timing wasn't right." However, he still supports the move, pointing toward a model used by the Chesapeake Public Charter School, which opens two weeks before other public schools in St. Mary's and builds in week-long breaks in October and February.

Gov. Martin O'Malley (D), however, has shown some support for moving school start times to after Labor Day, and the state legislature has put together a task force to study the change. The group, which includes business leaders from the Eastern Shore and Western Maryland who have an interest in summer tourism, has met several times.

The task force is expected to submit a report to the governor next summer.

Martirano said he has sent a letter to the committee advising against the change to school start times. He said student learning can regress during a long summer break, particularly those from families without resources or abilities to find summer activities for children like camps or visits to museums.

The assumption of an economic boon by people taking more than one vacation to areas like Ocean City doesn't take into account people who can't afford even one vacation, let alone two, Martirano said.

"Obviously, the education bureaucracy will put up a lot of resistance," Franchot said last week during a visit to St. Mary's County.

His plan includes keeping the overall number of school days at 180, but condensing the school year between Labor Day and Memorial Day. He said that could mean shorter breaks and fewer professional days.

"It's a great idea," Franchot said. "It's ultimately going to happen."



He said he believes the idea of pushing back the start of school to after Labor Day is “very popular with parents.”

He also said it will benefit businesses in Maryland, including those in Ocean City and Deep Creek Lake in Western Maryland, which rely on summer tourism.

He pointed to the idyllic scenes of artist Norman Rockwell as his inspiration for longer summer breaks. “That’s what resonates with me,” he said.

He said there will be a need for more summer programs, and that it would be less expensive for schools to fund summer programs than bringing back all teachers in August.

Franchot was in St. Mary’s County last week to promote his art initiative.

He presented his Maryland Masters Award to St. Mary’s school students Avery Kent, Taylor Bahen and Jessica Burroughs, whose works of art will hang in the comptrollers office for two months.

Franchot said the arts and creative spirit are needed by businesses, including technology jobs.

“The future of the state’s economy is going to require a marriage of technology ... and creativity,” Franchot said.

Martirano said the arts continue to thrive in St. Mary’s public schools, pointing to his proposal to add a high school arts and dance academy at Chopticon High School next year.

[jyeatman@somdnews.com](mailto:jyeatman@somdnews.com)

Task force to study post-Labor Day school year start

Information on the task force looking at pushing the start of the school year to after Labor Day can be found at [www.msde.maryland.gov/taskforce/postlabordaystart](http://www.msde.maryland.gov/taskforce/postlabordaystart).

# Gazette.Net

Maryland Community News

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*Published: Wednesday, December 18, 2013*

## **Franchot should stop meddling**

While reading the article "Franchot still pushing later school start" in the Dec. 13 Enterprise, I became increasingly perplexed, wondering why the comptroller is concerned about school year start dates.

I decided to do some research and went to the Comptroller of Maryland's website ([www.comp.state.md.us](http://www.comp.state.md.us)). There I found a compilation of the duties and responsibilities. It states the principal duty of the comptroller's office is to collect taxes. It also states "acting as Maryland's chief accountant, the comptroller pays the state's bills, maintains its books, prepares financial reports and pays state employees."

Perhaps I'm being dense, but I fail to see how the duties of the comptroller have a bearing on school year start dates. Other than the fact that taxes support public education, there is no connection between the comptroller's office and the State Department of Education. The comptroller's duty is merely to collect taxes rather than decide how they are spent, and to expend those taxes as directed.

It appears he believes it is his duty to promote business in Maryland (one assumes to collect even more taxes), but surely that is the domain of the Maryland Department of Business and Economic Development. The dotted line Franchot is trying to draw between summer jobs and school year start dates have absolutely nothing to do with the comptroller's duties.

Franchot's statements that the "education bureaucracy will put up a lot of resistance" and "it's a great idea, it's ultimately going to happen" are divisive, insipid and egotistical.

I won't even go into the puzzle of why the comptroller has an art initiative, although that has piqued my curiosity also. It is enough that the comptroller does not seem to know what his job is.

Since my taxes pay his salary, I request Mr. Franchot stop meddling in the business of other departments and instead mind his own. Marylanders are constantly beaten and bruised with taxation; collecting all those taxes surely must be a full-time job.

Terri Van Asdlen, Hollywood



# Window on State Government

Susan Combs Texas Comptroller of Public Accounts

## An Economic Analysis of the Changing School Start Date in Texas

December 2000

Early school start dates and a shortening summer tourist season annually cut an estimated \$332 million out of tourist economies in Texas and migrant farm workers lose out on another \$27 million in earnings foregone. The present structure of the school year may also be costing the districts as much as \$10 million in higher cooling costs each year.

According to a 1999 Scripps Howard *Texas Poll*, a majority of Texans (64 percent) favored a uniform start date. Sixty-five percent of parents favored a uniform date, while about 44 percent of all Texans, and 46 percent of parents, favored a start date after Labor Day. In addition, early-August school start dates present unusual difficulties for migrant families.

*On average only 52 cents of every dollar Texas spends on public education goes into the classroom. That's unacceptable. One of my ten principles for the 21st Century is to drive more of every education dollar directly into classroom instruction where it belongs.*

— Carole Keeton  
Rylander

Some state officials have questioned the advisability of continuing the current system.

### Background

In May 1999, State Senator Eddie Lucio wrote to the Commissioner of Education (COE) requesting that the Texas Education Agency (TEA) study the issue of setting a uniform date for public schools to begin their school year. In the letter, he requested that the COE join with Comptroller Carole Keeton Rylander to perform the study. Representatives from the agencies met, and determined that TEA would look at how a uniform start date would affect education, while the Comptroller's office would look at economic issues surrounding school start dates.

The Comptroller's office commissioned two questions in a summer 1999 *Texas Poll* regarding the uniform start date for school calendars. Comptroller's office staff also met with travel and tourism industry representatives to better understand the effects of school calendars on that industry. In addition, the Comptroller's office contacted Tina Bruno of Texans for a Traditional School Year, and Missouri legislator, Gracia Backer, who had proposed repealing that state's uniform start date law.

Comptroller's office staff contacted the Public Utilities Commission, the State Energy Conservation Office (now within the Comptroller's office), TXU Electric & Gas and the Energy Systems Lab at Texas A&M University to determine the effect of a uniform school start date on school energy costs. Comptroller's office staff also contacted the Texas Department of Economic Development (TDED) and a private economic consultant, Dr. Charles de Seve of American Economics Group, to better understand the economic issues surrounding school calendars.

## History of School Start Dates in Texas

In a 1984 special session, the Texas Legislature required all schools to open after September 1. The law became effective on September 1, 1985, was amended to allow schools to start on any day during the week in which September 1 fell in 1989, and was in effect for five years. Schools adhered to the law during school years from 1985 to 1990. The Legislature repealed the start date law in another special session in 1991.

Although Texas had a six-year period during which it could have investigated the benefits of a uniform start date, no data were collected with the specific intent of investigating the effects of school start dates.

Even data as simple as when school districts began their school years in the past is scarce. TEA does not collect data on school start dates or school holidays. A TEA survey of the 50 largest school districts in the state in 1999 did yield some historical information on school start dates (see Table 1). The 50 largest districts make up more than half of the state's total student enrollment.

In 1990, the last year of Texas' uniform start date requirement, 34 of what are currently the largest 50 districts started school on August 27. Six of these districts did not report their start date in 1990, but the remaining 10 districts started their year after August 27. In contrast, the most common start date in 1999 was August 16, when 14 of the largest 50 districts started school. Twenty-eight districts started school even earlier. Only eight of these districts started school after August 16. Five did not report their 1999 start dates. The earliest start date in the 1999-2000 school year was in Plano ISD, which began the school year on August 2<sup>nd</sup>.

**Table 1**  
**Start Dates for the 50 Largest School Districts in Texas**

District	Start Dates		1999 Enrollment
	1990	1999	
Houston	Aug 27	Aug 16	210,179
Dallas	Aug 27	Aug 16	159,908

Austin		Aug 27	Aug 11	79,496
Fort Worth		Aug 27	Aug 9	77,956
El Paso		Aug 28	Aug 12	62,945
Northside	(San Antonio)	Aug 27	Aug 11	61,308
San Antonio		Aug 27	Aug 9	59,080
Cypress-Fairbanks	(Houston Area)	Aug 27	Aug 11	58,044
Arlington		Aug 27	Aug 12	55,709
Fort Bend	(Houston Area)	Aug 27	Aug 12	50,890
Aldine	(Houston Area)	Aug 27	Aug 16	49,453
Garland	(Dallas County)	Aug 27	Aug 9	47,967
North East	(San Antonio)	*	*	47,732
Ysleta	(El Paso)	*	*	47,238
Plano		Aug 27	Aug 2	44,229
Pasadena	(Houston Area)	Aug 27	Aug 16	41,240
Alief	(Houston Area)	Aug 28	Aug 16	41,056
Corpus Christi		Aug 27	Aug 10	40,290
Brownsville		Aug 27	Aug 16	40,262
Lewisville	(Denton County)	Aug 27	Aug 11	34,870
Richardson		Aug 27	Aug 16	34,202
Conroe	(Houston Area)	Aug 27	Aug 11	32,290
Klein	(Houston Area)	Aug 28	Aug 12	31,446
Mesquite	(Dallas County)	Aug 27	Aug 11	31,379
Spring Branch	(Houston Area)	Aug 27	Aug 17	31,104
Katy	(Houston Area)	Aug 29	Aug 11	30,126
Lubbock		Aug 27	Aug 16	29,565
Amarillo		Aug 29	Aug 16	29,150
Killeen		Aug 27	Aug 10	28,533
Round Rock		Aug 27	Aug 11	28,464
Ector County		*	Aug 16	28,389
Clear Creek	(Galveston County)	*	*	28,205
Irving		Sep 4	Aug 18	27,651
United	(Laredo)	Aug 27	Aug 16	24,194
Humble	(Houston SMSA*)	Aug 27	Aug 11	23,855
Socorro	(El Paso)	*	*	23,566
Midland		Aug 27	Aug 10	22,911
Laredo		Aug 28	Aug 15	22,601
Carrollton-Farmers Branch	(Dallas County)	Aug 28	Aug 9	22,420
Spring	(Houston Area)	Aug 27	Aug 11	21,863
McAllen		Aug 27	Aug 9	21,254
Pharr-San Juan-Alamo	(Hidalgo County)	Aug 27	Aug 12	21,050
Birdville	(Tarrant County)	Aug 27	Aug 10	20,861
Beaumont		Sep 3	Aug 9	20,748
Edinburg Cons	(Hidalgo County)	Aug 27	Aug 23	20,563
Hurst-Euless-Bedford	(Tarrant County)	Aug 30	Aug 12	19,364
Abilene		Aug 27	Aug 16	19,300
Grand Prairie	(Dallas County)	Aug 27	Aug 16	19,183
Galena Park	(Houston Area)	Aug 27	Aug 16	18,167
Goose Creek	(Houston Area)	Aug 27	Aug 11	18,152
*Data not provided		Source: Texas Education Agency		

An April 2000 survey by the Texas Association of School Administrators (TASA) of 1,000

school districts yielded 546 responses. Of these, more than 96 percent stated that school would begin no later than August 18<sup>th</sup> in 2000. Data from the TEA and TASA surveys indicate that school districts begin their school years on different days in August, with a trend toward ever earlier start dates. Accordingly, school years not only start, but also end over a range of dates, anywhere from May 10 to June 8. The average end date across school districts in Texas is May 25.

Not only do districts start their school years earlier, the school years are also consuming more of each calendar year than in the past. Part of this is due to changes in statute. Mandatory days of instruction have increased over the last two decades from 170 days to 180. There are seven days of mandatory staff development, though another day is often added. However, the TASA survey also indicates that there is now an average of 12 days of student/teacher holidays in a school year in addition to the 10 to 14 days off for Christmas.

## Economic Issues

The three primary economic impacts – each in the millions of dollars – from the shifting school start dates are reduced tourist activity, higher school cooling costs, and lost income to migrant working families. The changing demands for childcare also negatively impact both productivity and tourism, though the financial impact cannot be precisely known.

Establishing a uniform start date would require all schools in the state of Texas to begin classes on the same day. Moving the school start date to where it was in 1990 would increase seasonal economic activity for the month of August in tourist destinations, and would reduce the use of school facilities in that month statewide.

If the uniform start date were set near the first day of

September and the number of days given as holidays remained unchanged, schools would close in mid-June. The length of summer vacation would remain unchanged but school attendance would shift from what is, on average, one of the hottest months in Texas (August) to two months that are comparatively cooler (May and June).

However, if there were fewer state-mandated days for staff development, instruction, or holidays, there would be no need to run classes into June. Texans could have three full months of savings.

## Shortened Texas Summer Season

### Table 2 Industries Heavily Impacted by Hotel Occupancy

Eating and Drinking Places  
Amusement Services and Sports Venues  
Air Transportation  
Personal Services  
Auto Rental and Leasing  
Apparel and Accessory Stores  
Other Retail  
Hospitals  
Business Services  
Real Estate  
Maintenance and Repair

Source: United States Bureau of Labor Statistics

The most noticeable results of changes in the school calendar have been the negative effects on the state's summer seasonal industries such as travel, tourism, amusements, and summer camps. Travel industry representatives widely share a belief that a uniform school start date in September would improve the tourism sector of the state's economy. The Comptroller's Office estimates that tourist destinations lose \$332 million in visitor spending each year.

Representatives from Schlitterbahn Waterparks in New Braunfels stated that the period during which they can operate at peak capacity has shrunk by two weeks since 1987. Although Schlitterbahn started full operations a week earlier in 1999 than in 1987, it ended full operations three weeks earlier.

**Table 3**  
**Top Texas Tourist Attractions**

Rank	Attraction	City	Percent of Texas Visitors
1	Alamo	San Antonio	38.8%
2	River Walk	San Antonio	34.1%
3	Six Flags Over Texas	Arlington	26.6%
4	San Marcos Outlet Malls	San Marcos	25.1%
5	State Capitol	Austin	23.1%
6	Fort Worth Stockyards	Fort Worth	21.2%
7	Padre Island National Seashore		20.4%
8	Astrodome*	Houston	20.4%
9	Sea World of Texas	San Antonio	18.8%
10	San Antonio Zoo	San Antonio	17.2%
11	Six Flags Fiesta Texas	San Antonio	14.8%
12	Texas Stadium	Irving	14.7%
13	Texas Aquarium	Corpus Christi	14.0%
14	NASA Space Center	Houston	13.8%
15	Six Flags Astroworld	Houston	13.5%
16	Moody Gardens	Galveston	12.7%
17	Fort Worth Zoo	Fort Worth	11.4%
18	USS Lexington	Corpus Christi	11.3%
19	Dallas Zoo	Dallas	10.6%
20	Texas Motor Speedway	Denton County	9.8%
21	Houston Zoological Garden	Houston	9.1%
22	San Jacinto Battleground	Houston	8.4%
23	The Ballpark in Arlington	Arlington	7.8%
24	Wet 'N Wild	Arlington	6.8%
25	Admiral Nimitz Museum	Fredericksburg	6.8%
26	Enchanted Rock	Fredericksburg	6.7%
27	Schlitterbahn	New Braunfels	6.4%
28	LBJ Library	Austin	6.2%
29	Big Bend National Park		6.1%
30	Inner Space Cavern	Georgetown	5.5%

Travel industry information indicates that changes to school calendars have shortened the peak summer season from three months to two. The Texas Hotel & Motel Association provided evidence that in recent years, revenues have fallen in August, compared to June and July. For example, Galveston's hotel occupancy rate falls 30 percent from July to September, with the latter half of August believed to resemble September. And the impacts go beyond the hotel industry itself. As depicted in Table 2, many business sectors are affected by hotel occupancy. State records from other revenue sources show that other consumption tax collections fall measurably each August in the major tourist destinations in Texas.

Six Flags provided evidence that August business has been reduced considerably since 1990. The Texas Department of Economic Development (TDED) published a report in February 1999 showing the same phenomenon at Texas state parks.[1] Sea & Ski, which makes skin care products such as sunscreen,

*Enron Field may replace a significant amount of Astrodome visitation.
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Source: Texas Department of Economic Development
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also reports a shortened summer shelf space season at major retailers in Texas.

A perusal of summer camp schedules for the 2000 season posted on the Internet

indicates that camping season lasts only two months. One newly opened camp ended its last session on August 13. The remaining camps closed by late July or early August. Only a few camps open in May. Most do not begin camp operations until the first week in June. A few camps only operate for a single month, from the middle of June to the middle of July.

As school districts have started the school year earlier, they have not started the school year uniformly. School districts begin their school years throughout August, and end it in May and June. Amusement parks and water parks are an excellent example of how school start dates are squeezing the peak summer period. First, significant school closures do not occur until the middle of May, meaning that school children and their families will not be able to visit parks until that time. It also means that a large proportion of the potential employees of these establishments – high school and college age summer employees – will not be available for training until the middle of May. Thus, these businesses find it difficult to fully open until early June.

Sherrie Brammall, communications director for Schlitterbahn Water Parks, says the park is now closed during the last two weeks of August, once their busiest time. “If starting school in August was any better for education we would be all for it,” Brammall says. “But the calendar shift has nothing to do with education. The biggest effect the change has here is on our employees, many of whom are students, teachers, or school bus drivers. They lose the opportunity to work all summer.” As many as 100,000 working Texas teens may be affected.

The same thing happens at the end of the peak summer season for amusement and water parks. Many districts begin the school year during the first week of August. Many students report early for extra-curricular activities such as band and football even earlier than their school’s official start date. This means that the base of potential customers and employees for summer-season establishments begins to disappear as early as the last week of July.

To make up for the shortened peak summer season, amusement and water parks have made greater efforts to operate on weekends and during early September holidays. These efforts certainly add to their operating costs, but they have also helped limit the damage from the squeezing of their season. This damage includes some loss of business, and the costs associated with more intensive use of equipment with more business being compacted into a shorter period of time.

### **Other Economic Effects of a Shortened Summer Season**



Travel and tourism occurs year-round, but most travel occurs during the summer months. This period also represents all or most of the yearly business done by businesses associated with beach tourism, amusements and water activities.

Peak periods in the travel and tourism industry are unavoidable and costly. Capital resources that stand idle in off-peak periods represent a drain on producers — and on the economy. Consequently, investment in an industry with a peak period is intentionally limited. This, in turn, causes prices to be high during periods of high demand. One example of this phenomenon is the normal, seasonal increase of gasoline prices during the summer travel season.

Shortening the summer season magnifies the existing peaking problem. Travel and tourism industries have to support their investment during a peak season that is two to four weeks shorter than in the past. The result is more crowding at these businesses, higher prices and more intensive use of capital resources.

### **Summer Employment**

Another effect of the compressed summer season is that overall employment of high school and college students by seasonal establishments is reduced. High school students forgo employment to return to school while college students and other seasonal workers are no longer needed when demand collapses for lodging and other business and retail services. This employment loss equates to a reduction in personal income for those individuals.

W. Marshall Barber, Director of Finance for Six Flags, states that the number of seasonal working hours for Six Flags employees, after adjusting for the effect of new rides, has decreased by more than 50 percent. Chaille Hawkins with Camp Rio Vista, a summer camp for youth, stated that the camp season has been shortened so that, on average, the college students who serve as counselors are employed two to three fewer weeks than in the past when schools began the school year later. Where the camp once operated throughout the month of August, this is no longer possible. June and July are the only months of operation.

Another effect is that summer seasonal businesses must arrange their training schedules to take place during less-preferred times. The net result is that activity required to open these establishments is compressed into a shorter time period, adding to overtime costs and generally making conditions less than ideal.

In order for seasonal businesses to successfully operate in a relatively short time span and employ adequate numbers of high school and college age employees, they must offer relatively high wages. This is necessary in order to lure quality employees away from other businesses, and quality employees are important for amusement parks, water parks and

camps, where safety is paramount. By squeezing the summer season, high school and college-age workers are, as a group, forced to work fewer hours during the year, and their average total wages are reduced as well.

### **Regional Effects**

While Texas' biggest cities receive most of the travel spending in the state, the summer season is essentially the entire business season for coastal areas and water and theme parks.

But of the 30 top Texas travel and tourism attractions, all are affected by the length of the summer travel season. Dallas, Houston, San Antonio, Austin-San Marcos, and Fort Worth-Arlington account for more than half of all travel spending in the state.

Six of the top 30 attractions in Texas, including the top two, the Alamo and the River Walk, are in or near San Antonio. Three of the top attractions are on the South Texas coast, two in Corpus Christi and one on South Padre Island (see Table 3). Economic activity lost by tourist destinations is not only lost to areas like Austin and Dallas. San Antonio, which depends heavily on travel and tourism, and other common travel destinations are differentially affected by the shortened summer season. For San Antonio and South Texas, which have some of the state's major attractions, a shortened season represents a considerable net reduction of economic activity. San Antonio alone dropped nearly 1,800 jobs – more than 15% – in amusement and recreation from July to September last year. Corpus Christi lost 500 restaurant jobs.

### **Child Care**

Also squeezing the summer season is the growing number of holidays enjoyed during the school year. There is some evidence from the TASA survey of school administrators that the number of days designated as holidays during a school year have increased. When these holidays occur, children who would otherwise be in school have to be cared for by someone. Working parents are generally faced with three options: 1) having someone care for the child, 2) caring for the child themselves, or 3) leaving the child home alone or with siblings.

The first option faced by parents when confronted with short holidays often involves expense. Caregivers are often paid for the care that they provide. Although this is a very real expense to a parent, it does not constitute a cost to the state's economy. Instead, it is a redistribution of income from parents to care givers.

The second option for parents may, in fact, be a source of economic cost to the state. When a parent stays home from a job for one or two days to care for a child during a school holiday, productivity can suffer, increasing the costs of goods produced in the state and making Texas industries marginally less competitive. Given the fact that many parents who take time off to

care for children use vacation time that they would otherwise take off at some other time, the lost productivity is likely to be very small. But again, some of the days at home come at the expense of what would otherwise be summer travel days, pinching the tourist season a little more.

## Electricity Use in the Schools

In 2000, school districts' electricity bills were as much as \$10 million a year higher as a result of early start dates. Although August is typically one of the hottest months of the year in Texas, in any particular year June, July, August or September could be the month with peak electricity use for the year.[2] However, May has never been the hottest month of the year, and the last two weeks of June are typically the warmest of that month. This means that a shift of the school year from the last two to three weeks of August to the end of May and early June should result in lower air conditioning costs for schools.

TEA collects data for total utility costs for the Public Education Information Management System (PEIMS). It does not include separate information on electricity use. The TXU Electric & Gas Company has provided data on total electricity use by its public school customers. The TXU service area includes 92 counties, covering a large and diverse area of the state (see Map 1). Total monthly electricity use by public school customers for April through September of 1997 and 1998 are shown in Table 4.

July is typically the month with the lowest electricity use during the warm months, because most schools are out for the summer. There are some year-round schools operating in Texas during June, and school administrators work year-round, so their offices and buildings will be cooled in July. Few cooling systems are shut down completely in the summer, due to the need for

humidity control. This means that July electricity usage, though reduced, is still substantial.

September is the first month when all or most schools are operating for the entire month. This would not change with a uniform school calendar, so September electricity usage in 1997 and 1998 would have been the same as that reported. If a uniform start date on the first of September had been in place in 1997 and 1998, electricity use in August would be roughly the same as that in July if the weather were similar.

**Table 4**  
**Spring/Summer Electricity Usage**  
**by TXU Public School Customers**  
**1997 and 1998**[3]

Month	1997	1998
April	99 million kwh	106 million kwh
May	108 million kwh	128 million kwh
June	111 million kwh	160 million kwh
July	98 million kwh	152 million kwh
August	135 million kwh	179 million kwh
September	194 million kwh	236 million kwh

**Table 5**

### Average Monthly Temperatures by Texas Region April - September, 1997 and 1998

#### 1997

Climate Regions	April	May	June	July	August	September
High Plains	51.1	64.6	72.9	79.1	76.8	72.5
Low Plains	56.4	67.9	76.1	82.4	81.0	77.0
North Central	59.5	69.6	77.7	83.7	82.4	79.5
East Texas	60.0	70.2	77.4	83.2	81.1	77.9
Trans-Pecos	60.2	72.7	78.7	81.9	80.8	77.5
Edwards Plateau	60.5	71.3	77.9	83.3	83.5	79.5
South Central	64.6	74.1	80.1	84.6	85.0	81.4
Upper Coast	65.0	74.3	80.8	84.5	84.4	80.6
South Texas	67.3	76.9	82.5	87.1	88.0	83.7
Lower Valley	69.7	77.7	83.2	86.1	86.8	83.3
Simple Avg.	61.4	71.9	78.7	83.6	83.0	79.3

#### 1998

Climate Regions	April	May	June	July	August	September
High Plains	55.2	71.5	78.7	82.6	77.3	75.8
Low Plains	60.2	76.7	83.9	87.8	82.7	80.6
North Central	62.5	77.0	83.9	88.7	85.2	81.5
East Texas	62.6	76.3	84.2	88.3	84.9	80.9
Trans-Pecos	55.5	76.9	84.1	83.9	79.6	77.8
Edwards Plateau	65.5	79.3	84.5	87.1	81.6	78.7
South Central	67.4	79.5	86.2	87.5	84.8	81.9
Upper Coast	67.6	78.8	84.7	86.1	84.7	82.4
South Texas	72.0	83.3	89.4	89.6	86.2	82.9
Lower Valley	72.9	81.6	87.7	87.8	87.5	83.1
Simple Avg.	64.1	78.1	84.7	86.9	83.5	80.6

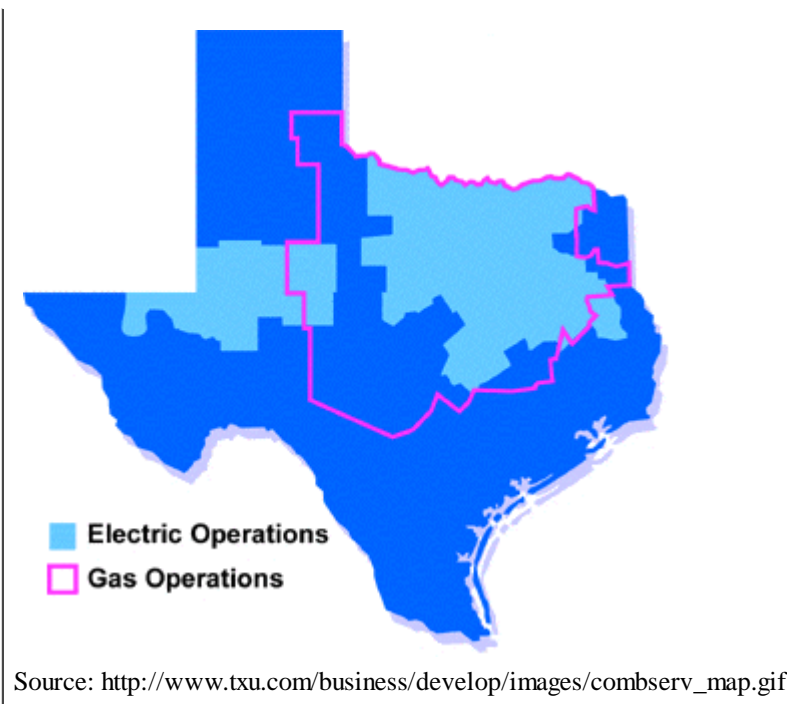
Source: Texas Almanac, 2000-2001, pp.  
85 & 86

In 1997, the weather in July and August was similar in terms of average temperature as can be seen in Table 5. Had schools not been in session in August, electricity use would have been about 98 million kwh instead of 135 million kwh, a difference of 37 million kwh. If the cost of each kilowatt-hour were 8 cents[4], the schools in TXU's service area would have saved \$3 million in 1997. Doing the same calculation in 1998, TXU's public school customers could have saved \$2.2 million, although this estimate is low since July was warmer than August in 1998, causing July electricity needs to be unusually high in comparison to August.

TXU's service area includes  
about 440 school districts with an  
enrollment of about 1.4 million

#### Map 1 Current TXU Service Area

students.[5] The savings per student of reducing school electricity usage in the TXU service area by 37 million kwh would have been about \$2.10 in 1997. The savings from using 27 million kwh less in 1998 would have been about \$1.52 per student. Extrapolating these savings to all of the students in the state results in a total potential statewide savings of \$8 million in 1998. If 2000 temperatures are repeated, the annual effects could exceed \$10 million.



This estimate, however, does not take into account many factors, including additional school days necessary in May and June, the unpredictability of the weather from year to year, and different weather patterns outside the TXU service area. Table 5 demonstrates how much the weather can vary from one year to another.

## Migrant Students

Migrants begin to leave the state as early as March. Most start their annual migration in April and May. Some begin to come back in August but many return in September and October. The vast majority of migrant families with school-age children, however, evidently do not leave Texas until late May and early June, when schools dismiss for the summer. Most come back in August, too, just in time for their children to start school with their peers. This is evidenced by monthly school enrollment and withdrawal figures (see Exhibit 1).

School districts with large numbers of migrant families have generally moved up their school start date along with other districts in the state. The earlier school start dates affect migrant families in different ways. For the large majority of migrant families, the earlier school start date and the extension of the school year shortens the period of time over which they earn the bulk of the family's yearly income. For those who must choose to continue working to support their families, the early start date is tougher on their children in their educational pursuits; they have to adjust to school transfers and the uneven coverage of material across districts and states.

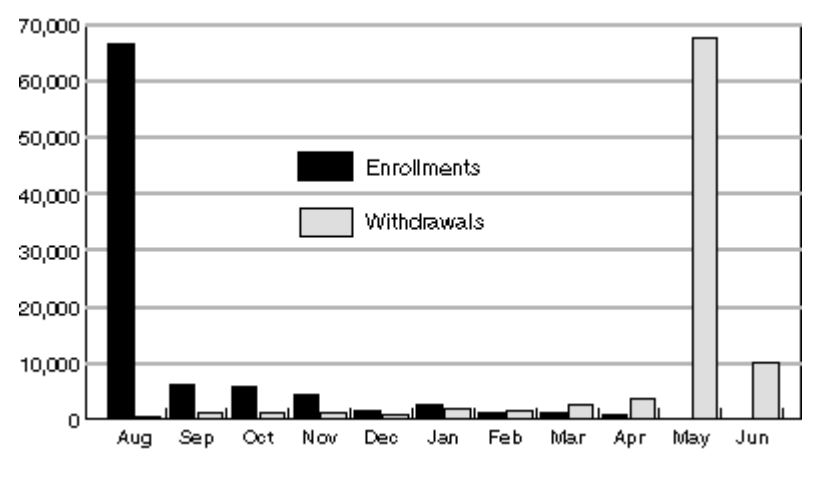
According to the Texas Education Agency, Texas has the second-largest Migrant Education

Program in the United States. In the 1998-99 school year, the Texas Migrant Education Program identified 123,000 migrant children 3 years of age and older.[6] Texas also has the largest population of students who migrate with their parents to other states. The state's migrant population poses a unique educational challenge that is not made easier by the early school start date and extension of the school year.

Alicia Mendoza of Crystal City, Texas and her family, until this year, annually migrated to Montana to work the fields. Mrs. Mendoza is a second-generation American whose parents emigrated from Mexico. As a child, she accompanied her family on their yearly trek to work in the fields of northern states, leaving in June or July and not returning to Texas until

**Exhibit 1**

**Texas Migrant Student Enrollments and Withdrawals for 1998-99**



November. She remembers what it was like to have to catch up in school upon her return to Texas. Realizing the value of education, she has insisted that her children be home in time to begin school with their peers. Her determination not to disadvantage her children educationally, however, has not come without a financial cost.

Mrs. Mendoza and her husband have a combined income of about \$14,000 to \$15,000 per year. By choosing to come back to Texas in August for school instead of October when work in the fields and canneries comes to an end, the Mendoza family sacrifices over \$2,000 in lost wages — 13 percent of their yearly family income. If the Mendoza family could extend their stay working out-of-state for two more weeks, their yearly income would increase by \$600.

While \$600 may not seem like a lot of money, it should be remembered that this represents 4 percent of the Mendoza family's income, and the Mendoza family is only one of thousands. Recall that 123,000 migrant children have been identified in Texas. About 95 percent of these are from Hispanic families who typically average 2.2 children per family. This means there are approximately 55,900 migrant families with children who call this state home.

According to the Exhibit 1, some 79 percent of migrant families enroll their children in school in August, in time for the first day of classes, just like the Mendoza's. Also just like the Mendoza's, each of these families stand to lose about \$600 in income compared to what they

would make if schools started in early September. This represents a total of \$27 million in lost direct income to migrant families from Texas. But this is not all. Money earned out-of-state and spent here has a more far-reaching effect in stimulating the economy, meaning that the total loss to the Texas economy is almost \$84 million.

Because so many families are forced to sacrifice income for a policy whose benefits are difficult to identify, the United Farm Workers of America endorses a later school start date.[7]

Even if school began as late as the day after Labor Day, many migrant children would miss the beginning weeks of the school year. Many migrant students continue to be enrolled in the months of September, October, November, and December — a total of 17,972 in 1998. The earlier school begins, the more weeks of school these migrant children miss, making it more difficult for them to catch up with their peers who have attended school for better than two weeks by the time Labor Day rolls around.

Roberto Rodriguez chooses to remain in Minnesota, where he works in a cannery, into early October. There, he enrolls his nine-year-old son in school, which starts in September after Labor Day. No more than two days of schooling is lost in the trek back to Texas, but Mr. Rodriguez's son is still behind his peers in Texas who started school in August.

While the federally funded Migrant Education Program seeks to move additional resources into the education of migrant children in order to help them keep up, the fact is that migrant children still lag significantly behind the state as a whole in TAAS passage rates. Only 78.4 percent of migrant students pass the TAAS math exam as compared to 85.7 percent of all students in the state. The passage rates of migrant students in reading and writing are 72.8 percent and 76.8 percent respectively, compared to passage rates of 86.5 percent and 88.2 percent for all students in the state.

The TAAS passage rates reported above are for the 1998-99 school year and they reflect significant improvement over the previous year's results, for migrants as well as for the state's overall student population. Nevertheless, migrant students are not performing at the state's average level. There are many reasons for this, but being two or more additional weeks behind their peers cannot have a positive effect on academic performance.

## Conclusions

There are clear economic disadvantages imposed on tourist-destination areas of the state related to the early school start date. At least \$332 million is lost from the annual shriveling of visitor spending in these places. Although these are not statewide economic impacts, in tourist destinations the shocks are real. Teenage employment declines. Hotel rooms go unfilled; other businesses experience similar slumps. Electricity costs climb for all school districts, whether in

tourist destinations or not.

Equally clear is that large numbers of Texans do not favor the current practice. Sixty-five percent of parents favor a uniform date. And perhaps most deeply affected are many children of migrant farm workers – those who could better their lives more profoundly than most – by having to begin every school year at least two weeks behind everyone else.

## Endnotes

[1] Texas Department of Economic Development, *The Effects of Alternative Academic Calendars on the Texas Travel Industry*, (Austin: February 1999).

[2] Interview, Mike Sherburne, TXU Electric & Gas employee.

[3] Source: Mike Sherburne, Clyde King, and Denise Miller, TXU Electric & Gas employees.

[4] Rate provided by TXU employee, Clayton Zachary, and is only a rough estimate.

[5] Texas Education Agency, *Snapshot '99*, based on enrollment in school districts in counties serviced by TXU.

[6] Texas Education Agency, *Program Summary: Division of Migrant Education, 1999-2000*, unpublished document.

[7] Juanita Valdez-Cox, UFW Regional Coordinator, San Juan, TX, letter dated August 21, 2000.



# **South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries**

## **An Analysis of Economic & Tax Revenue Impacts**

### **Report for:**

**Uniform School Start Date Task Force  
South Carolina Department of Education**

### **Report by:**

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*The views expressed in this report are solely those of the author, Stephen C. Morse,  
and do not necessarily reflect the views of the University of South Carolina*

## *Executive Summary*

### South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries

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#### Purpose of the Study

The purpose of this report is to examine the effects and impacts of early school start dates in South Carolina on the Travel and Tourism economy of the State.

#### Findings of the Study

- ✓ South Carolina public schools have begun earlier and earlier in August, taking away up to 3 weeks of summer August vacation time from families with children in South Carolina public schools.
- ✓ Early school start dates shorten the August vacation season in South Carolina and is associated with decreased August tourism demand, costing the State's largest industry – tourism – millions in lost economic activity and millions in lost State and local tax revenues.
- ✓ Early school start dates in South Carolina are associated with lower August tourist business activity including decreased August hotel occupancy rates, decreased August State and local accommodations taxes generated, decreased State and local sales tax generated, and decreased August employment in tourist areas.
- ✓ Decreased August tourist activity as schools start earlier, is not off-set by increases in tourist activity in other summer months.
- ✓ Starting schools in August mean schools must cool facilities for children during the hottest month of the year - August, costing unnecessary utility expenses by starting early, as opposed to starting after Labor Day in September.
- ✓ One conservative scenario estimates economic and tax revenue impacts where as little as 4 out of 10 families with children in South Carolina take one additional vacation if August summer vacation were restored; plus induced additional families from in-state and out-of-state family vacations, would generate \$180 million in total economic impact, \$6.03 million in State tax revenues, \$2.34 million in local tax revenues, and \$8.37 million in total State and local tax revenues.

## South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries

### Purpose of Study

The purpose of this study is to examine the effects and impacts of early school start dates in South Carolina on the Travel and Tourism economy of the State. In August 2002, the South Carolina Department of Education requested Dr. Steve Morse, economist and professor in the School of Hotel, Restaurant and Tourism Management at the University of South Carolina conduct an impact study to examine the effects of early school start dates on the State's travel and tourism industry.

### Background

In 2002, the South Carolina state legislature examined the possibility of establishing a uniform school start date for SC public schools. To examine the issue further, the legislature directed the SC Department of Education to establish a task force. The SC legislative bill establishing the task force is below:

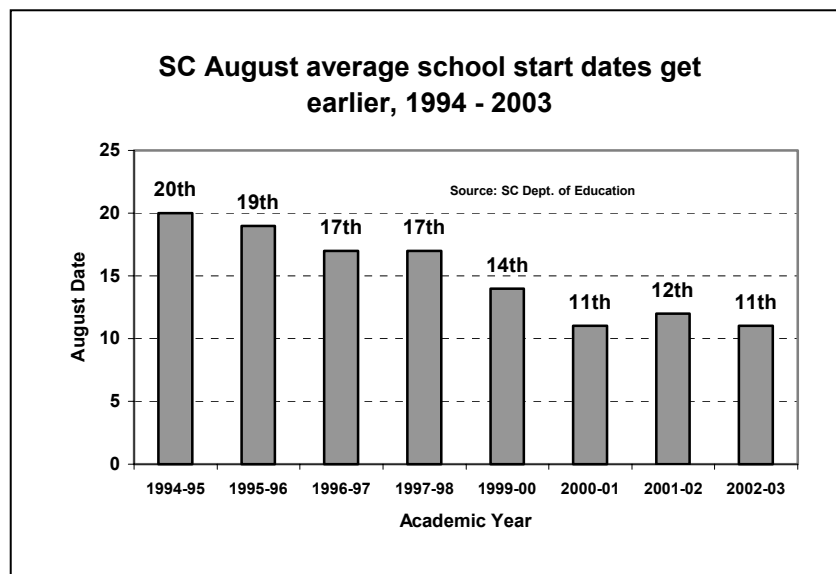
“Section 59-5-71. The General Assembly declares that it is in the best interest of the students of South Carolina for a uniform beginning date for the annual school term to be developed and adopted by the State Board of Education to be implemented in all public schools of the State. Therefore, the State Board of Education is directed to establish a task force comprised of superintendents, principals, teachers, parents, school board members, and representatives of business and industry, including tourism-related industries no later than July 1, 2002. The task force to the fullest extent possible shall be equally divided among proponents of existing or earlier starting dates for schools, proponents of later starting dates for schools, including proponents for dates after Labor Day, and persons who legitimately have no preferences. The task force shall make recommendations to the board including, but not limited to, the desirability of and if agreed upon a suggested uniform beginning date for the annual school term. The task force shall report its findings to the State Board of Education no later than October 15, 2002.”  
(Source: SC State Legislature & SC Department of Education)

## History of South Carolina School Start Dates

The table below shows South Carolina public school start dates for nine academic years from 94-95 to 02-03. The average school start date has become earlier in August from a 1994 average of August 20 to a 2002 average of August 11. The earliest start data in 1994 was August 16, and in 2002 earlier at August 5.

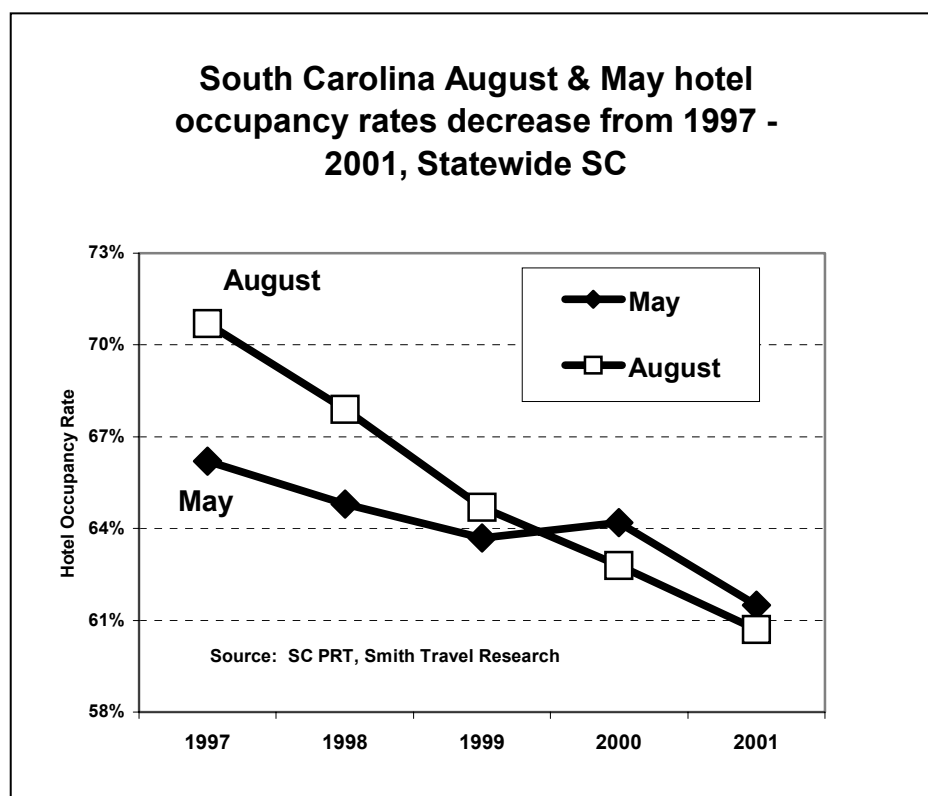
**South Carolina Public School  
Start Dates, 1994 - 2002**

Academic Year	Average School Start Date	Latest School Start Date	Earliest School Start Date
94-95	Aug. 20	Aug. 26	Aug. 16
95-96	Aug. 19	Aug. 28	Aug. 10
96-97	Aug. 17	Sept. 3	Aug. 9
97-98	Aug. 17	Sept. 2	Aug. 11
98-99	Aug. 14	Aug. 24	Aug. 6
99-00	Aug. 15	Sept. 7	Aug. 5
00-01	Aug. 11	Aug. 21	Aug. 3
01-02	Aug. 12	Aug. 20	Aug. 6
02-03	Aug. 11	Aug. 26	Aug. 5
Source: SC Dept. of Education			



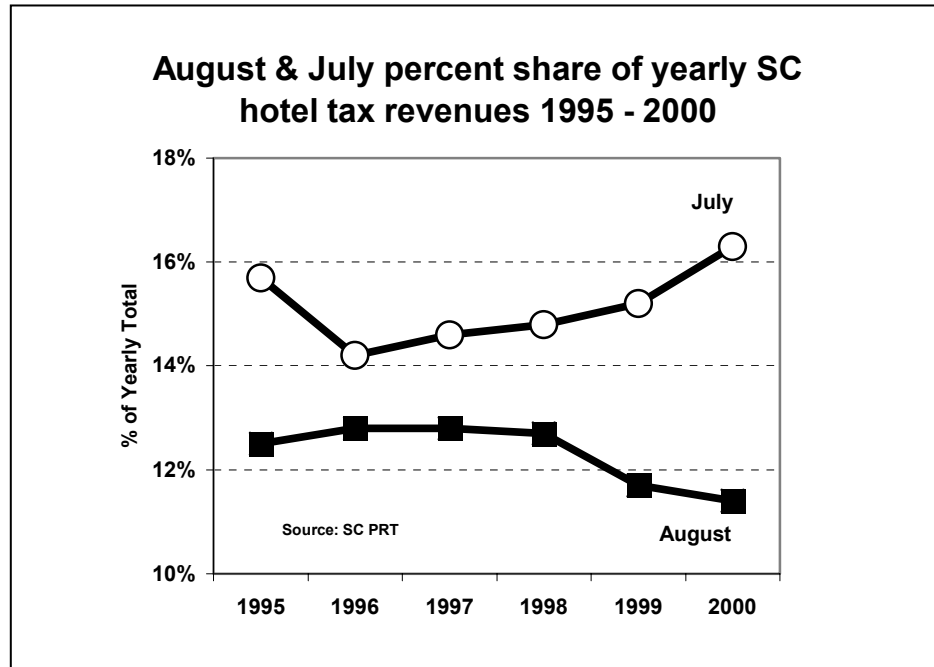
## Early School Start Dates and Statewide Tourism Demand

As South Carolina school start dates have been earlier and earlier since 1997, more and more of the August vacation season has been lost. In 1997 the earliest school start date was August 11, while in 2002 the earliest school start date was August 5. Below, the South Carolina statewide hotel and lodging occupancy rates are shown for August and May over a five-year period from 1997 to 2001. The data indicate that since schools start dates have become earlier and more of the August summer vacation season is lost, August hotel occupancy rates have decreased statewide.

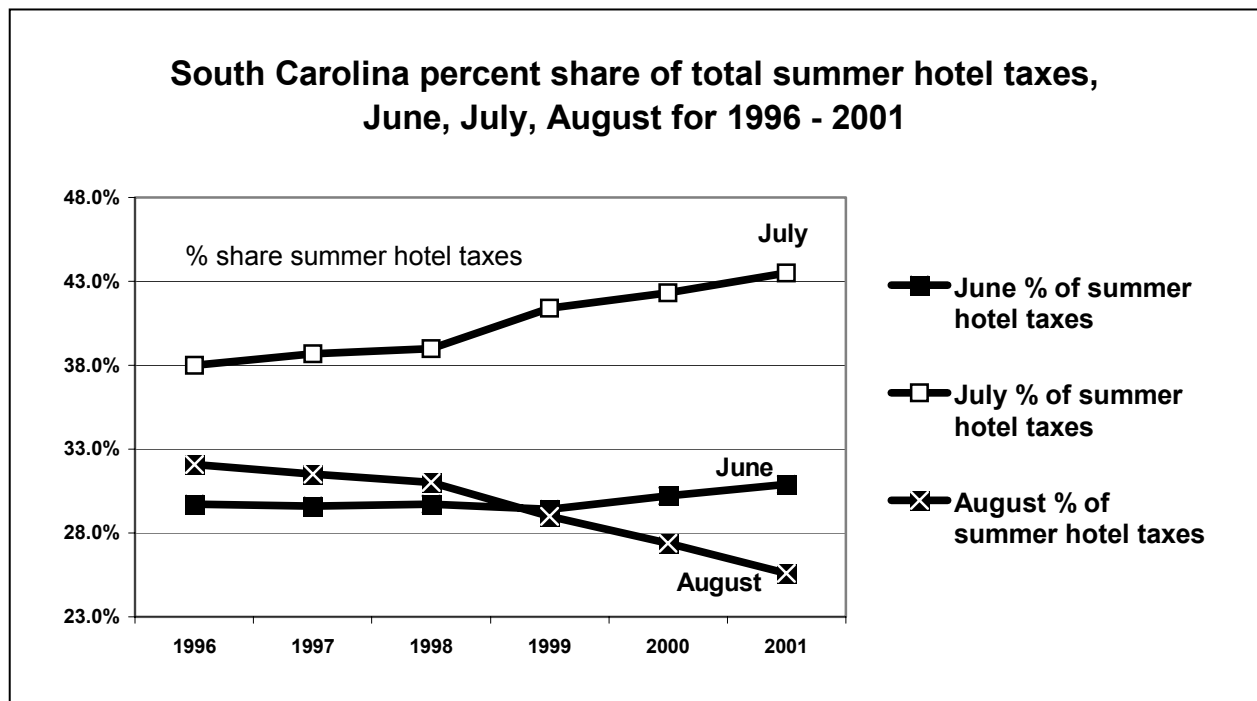


In addition, less summer vacation opportunity in August and lower August hotel occupancy rates statewide are reflected in the 2% State Accommodations Tax revenue collected. In particular, the graphs below shows that since 1997, August state tax revenue generated from the 2% accommodations taxes have decreased.

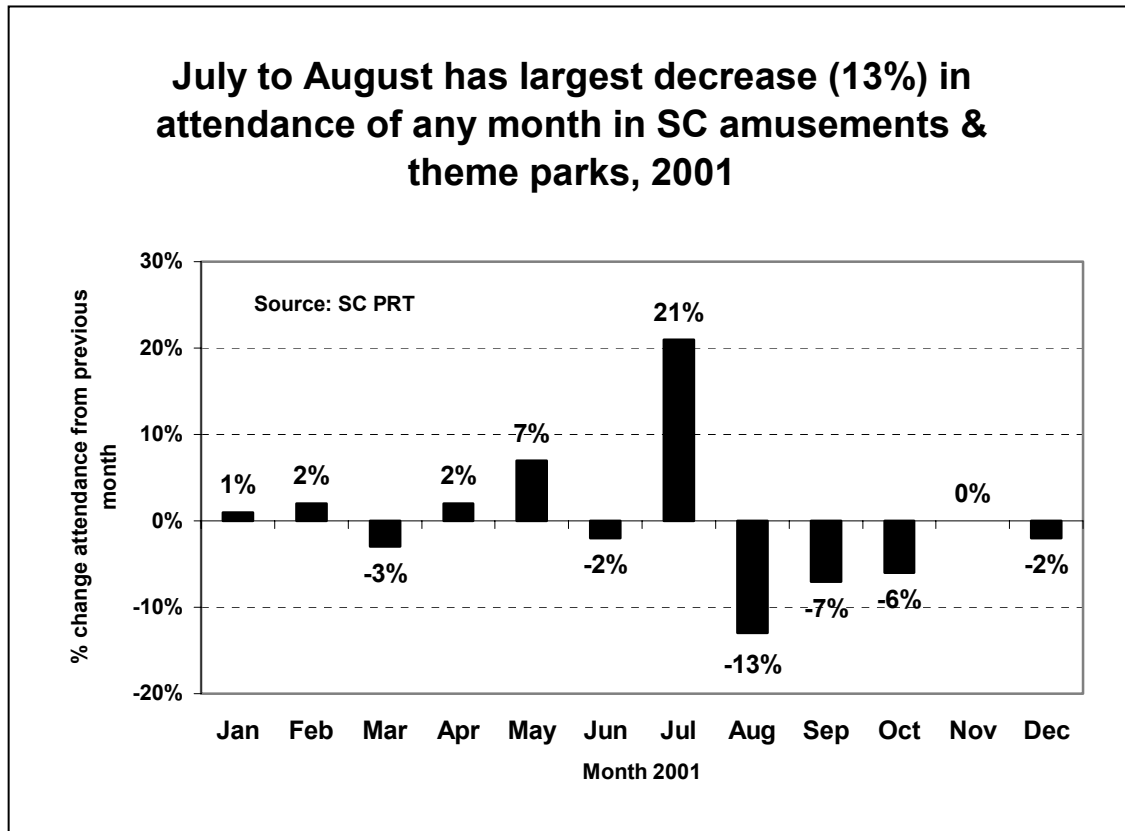
Since 1997, August statewide 2% accommodations taxes have decreased.



Below, August percent share of summer hotel taxes decrease while June & July share increases. Total summer hotel taxes equal June + July + August taxes generated. Less vacation time for SC residents is associated with decreasing share of August hotel taxes generated.



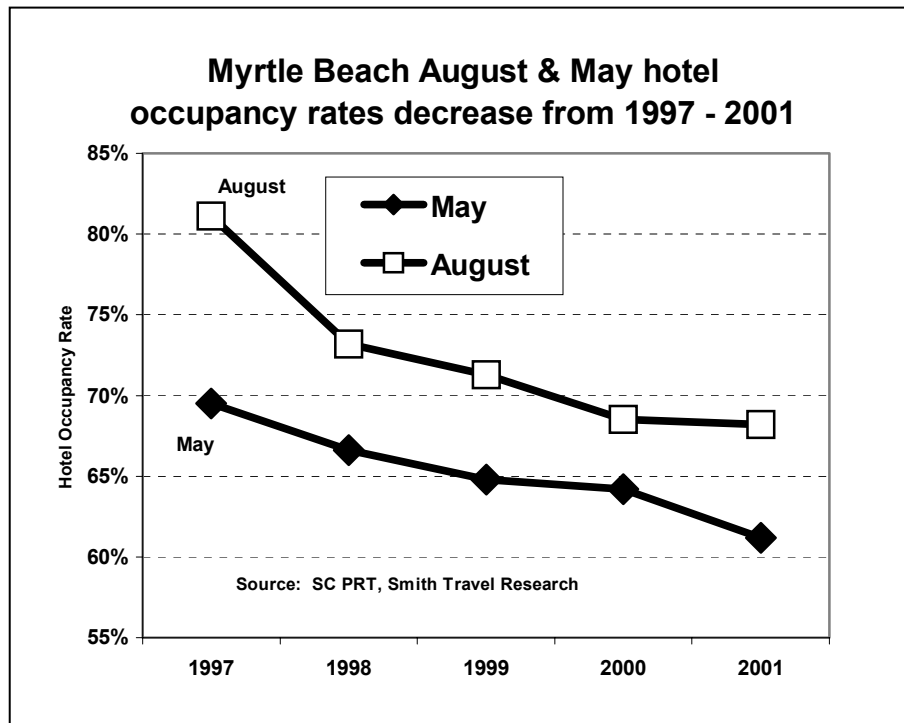
The graph below shows the change in attendance from month to month at SC amusement and theme parks. In 2001, attendance at SC amusement and theme parks decreased by the largest percent (13%) in August. This decrease in attendance also results in less SC admissions tax revenues not generated by this decreased August attendance.



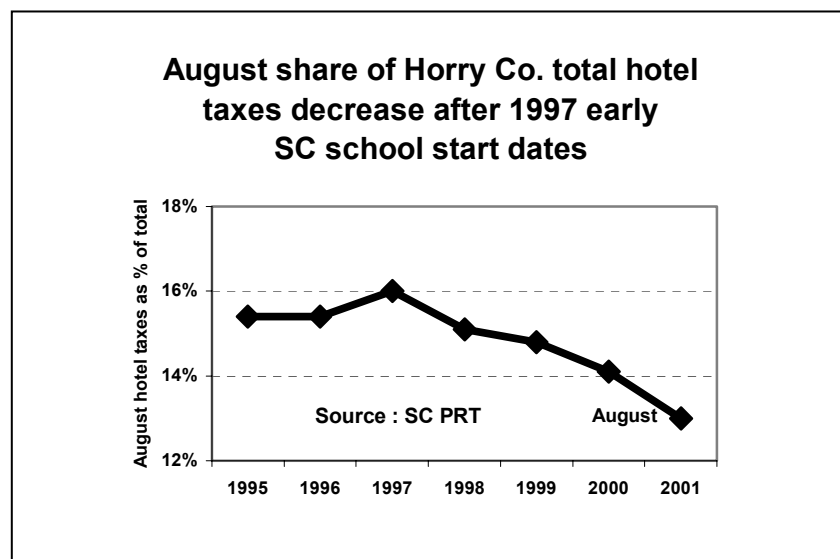
### Early School Start Dates and Coastal Tourism Demand

Coastal areas of South Carolina generate the majority of tourism demand. Of all visitors to South Carolina in 2000, coastal areas generated 64% of all visitors, the midlands 19%, and the upstate 17% (Source: SC PRT). This section examines the relationship between early school start dates and effects on tourism in coastal areas of South Carolina.

Since 1997, hotel occupancy rates in Myrtle Beach for August and May have decreased.



Horry County generates the largest share of the 2% hotel tax in the State. However, since 1997 the August percent contributed to the Horry County yearly total has decreased.





Hotel occupancy rates for SC, Myrtle Beach, Hilton Head Island, and Charleston are shown below from 1997 – 2001 for May, June July, August and September.

<b>South Carolina hotel occupancy rates, May – Sept., 1997 – 2001</b>					
<i>Month</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
<i>May</i>	66.2%	64.8%	63.7%	64.2%	61.5%
<i>June</i>	68.4%	69.5%	68.5%	70.3%	66.2%
<i>July</i>	72.7%	73.6%	73.8%	70.4%	67.3%
<i>August</i>	70.7%	67.9%	64.7%	62.8%	60.7%
<i>Sept</i>	59.5%	63.5%	57.0%	57.3%	51.3%

- Statewide, August hotel occupancy rates have decreased 10% since 1997.



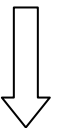
<b>Myrtle Beach hotel occupancy rates, May – Sept., 1997 – 2001</b>					
<i>Month</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
<i>May</i>	69.5%	66.6%	64.8%	64.2%	61.2%
<i>June</i>	73.3%	75.4%	74.9%	78.2%	70.4%
<i>July</i>	83.3%	83.6%	85.3%	84.2%	79.9%
<i>August</i>	81.1%	73.2%	71.3%	68.5%	68.2%
<i>Sept</i>	64.8%	64.2%	55.9%	58.2%	52.4%

- Myrtle Beach hotel occupancy rates for August have decreased 12.9% since 1997.



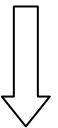
<b>Hilton Head Island hotel occupancy rates, May – Sept., 1997 – 2001</b>					
<i>Month</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
<i>May</i>	73.5%	75.8%	73.2%	74.9%	69.8%
<i>June</i>	74.8%	80.6%	76.4%	83.4%	81.2%
<i>July</i>	77.1%	83.4%	83.4%	81.1%	75.1%
<i>August</i>	77.1%	74.9%	70.8%	70.6%	66.3%
<i>Sept</i>	66.4%	67.4%	52.8%	64.6%	46.7%

- Hilton Head Island hotel occupancy rates for August have decreased 10.8% since 1997.



<b>Charleston hotel occupancy rates, May – Sept., 1997 – 2001</b>					
<i>Month</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
<i>May</i>	80.3%	80.5%	74.2%	77.7%	73.7%
<i>June</i>	76.1%	77.7%	74.9%	77.9%	72.2%
<i>July</i>	73.3%	78.6%	75.6%	73.1%	67.6%
<i>August</i>	73.7%	76.8%	64.8%	70.9%	63.0%
<i>Sept</i>	67.1%	76.5%	58.3%	69.5%	54.9%

- Charleston hotel occupancy rates for August have decreased 10.7% since 1997.

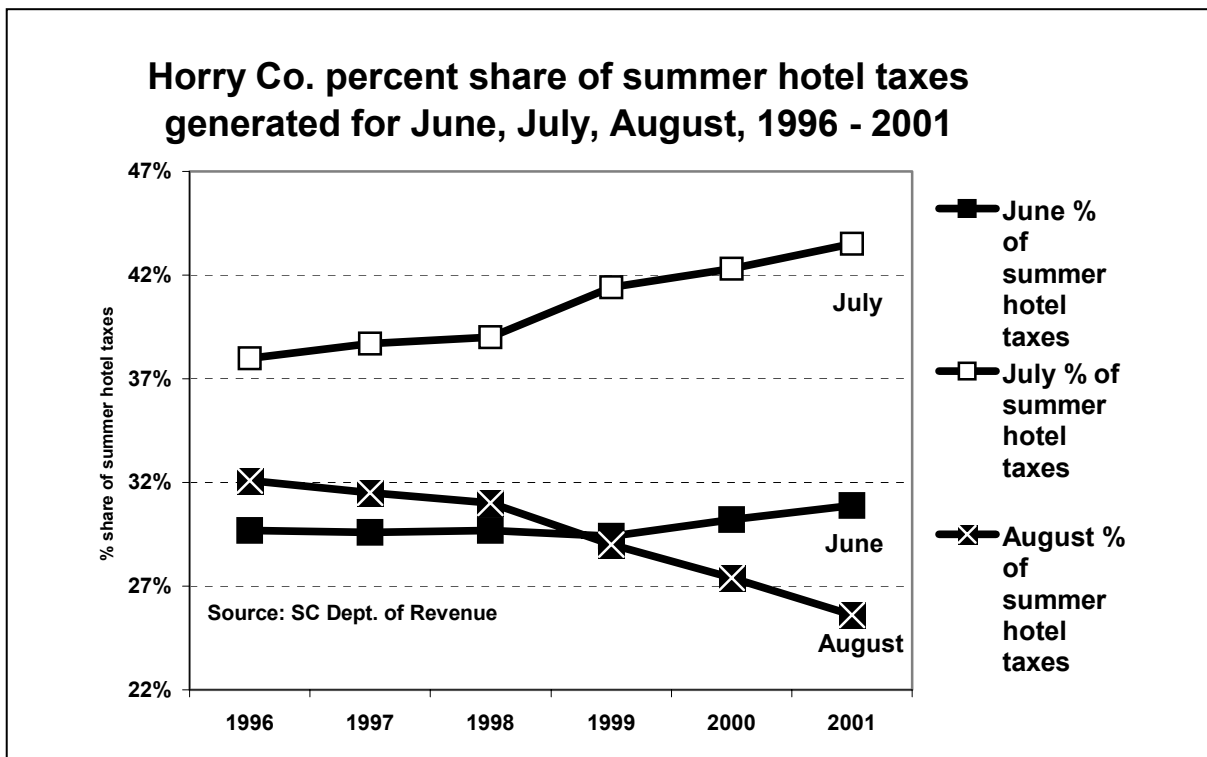


Do early school start dates mean SC tourists shift summer vacation times from August to other months? No. Statewide, the decrease in August occupancy rates since 1997 have not been off-set by gains in other summer months. For example,

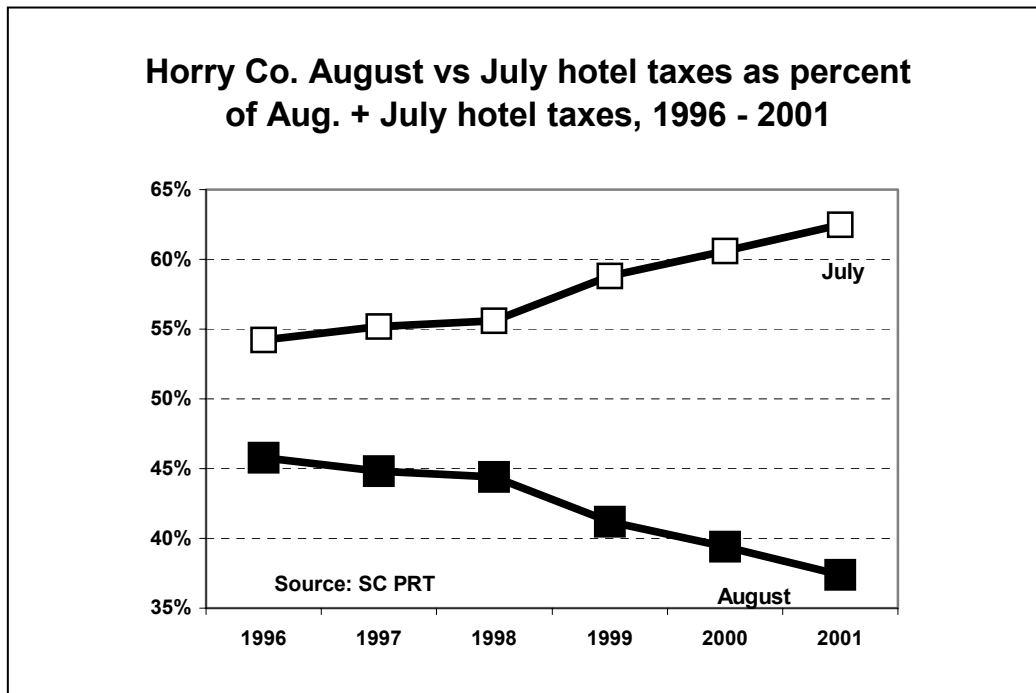
from 1997 to 2001 SC August occupancy rates decreased by 10% while occupancy rates for May, June, July and September did not increase.

Thus statewide, there is no trade-off from lower August occupancy rates and higher rates in other summer months indicating there is no shifting in tourism visitor patterns from early school start dates. The same patterns follow no shifting of vacation time from August to other months for Myrtle Beach, Hilton Head Island, and Charleston.

Below, the August share of summer hotel taxes have been decreasing since 1997 and not off-set by June and July taxes generated, indicating August lost vacation time is associated with lower August business activity.

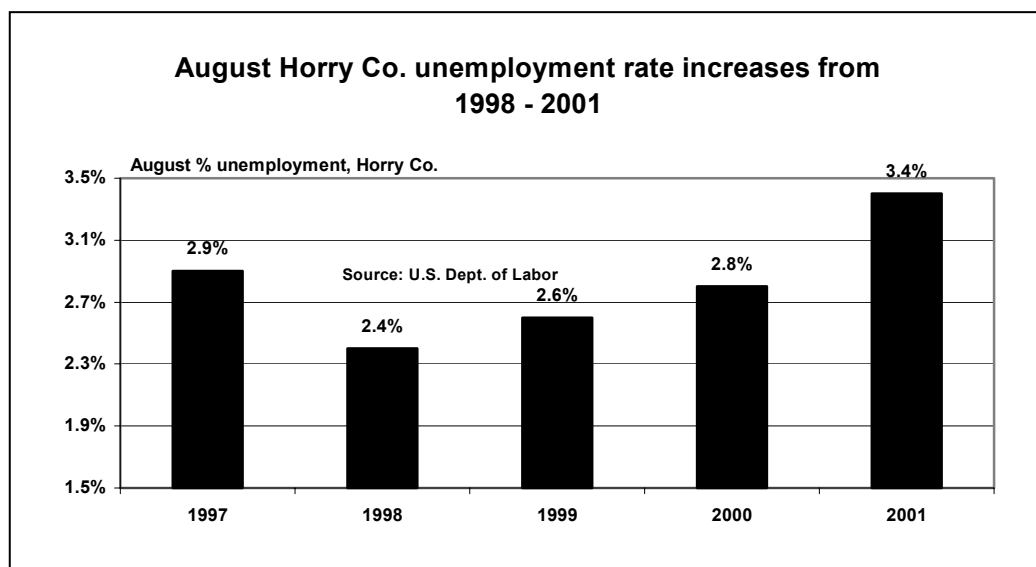


Below, Horry County's August share of July + August hotel taxes have decreased since 1996.

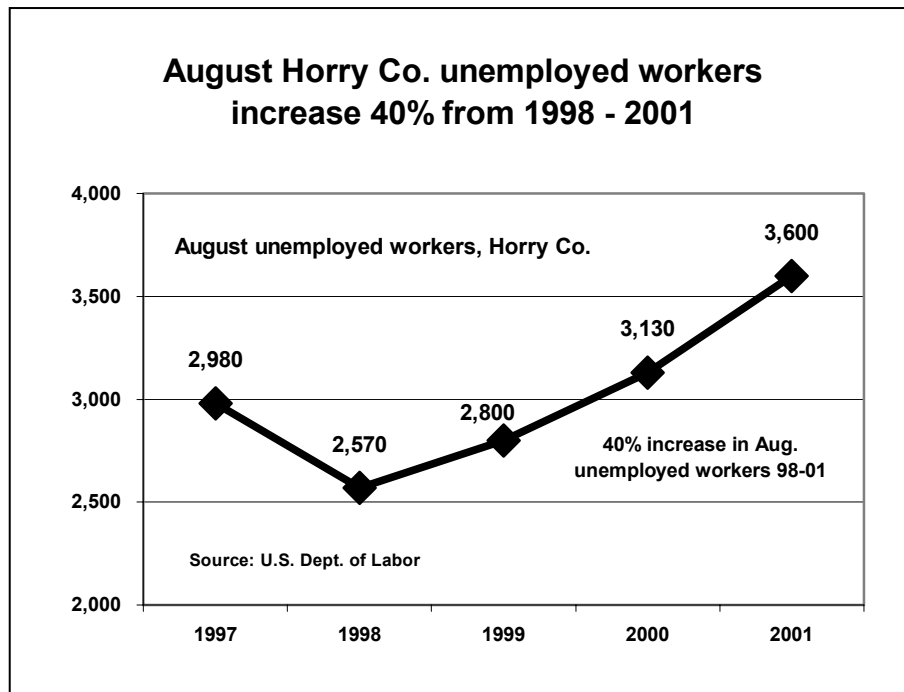


### Unemployment Trends

Since 1998, August unemployment in Horry County has increased. This effect is in August and reflects the decreased tourist demand and reduced business activity.



August Horry County unemployed workers have increased 40% from 1998 to 2001, indicating decreased business activity in the county.



### Shorter August Summer Vacation Season and Tourism Attractions

In public hearings held in August 2002 in South Carolina by the SC Department of Education's Uniform Start Date Task Force Committee, several tourist business owners and operators expressed how the shortened August summer vacation season has impacted employment, revenues and seasonal openings.

Mark Lazarus, owner of water theme park attractions in Horry County, SC and Myrtle Beach area said opening schools in SC earlier in August has caused many of his businesses to close early in the season because decreased tourist demand, and decreased labor supply of high school students. Mr. Lazarus said closing his water parks early affects less payroll in the county, less opportunities for meaningful employment for youth, less opportunities for businesses making contributions to local schools, and less sales and amusement taxes generated.

Jodie Roberts Smith, public relations manager with Carowinds theme parks in York County, SC told representatives of the task force that all other theme parks owned by Carowinds in other states have a 12-week summer season. Ms. Smith said that as a result of early school start dates, Carowinds in York County, SC

operates with a reduced summer season of only 10-weeks. This reduced summer season generated approximately an extra 100,000 visitors, causing over \$300,000 less in payroll for youth, and generated less sales taxes and admissions taxes that go to fund education.

Mr. Gary Loftus, hotelier and past president of the Myrtle Beach Area Chamber of Commerce claimed that when school started in August, vacationers throughout South Carolina decrease by two-thirds after August 10. In addition, he said hotel room rates decrease by 25% - 40% because of the lower demand in August after schools open.

Although other business owners and managers of tourist attractions stated the shortened August summer vacation season negatively affected revenues, employment and taxes, the key point is that early school start dates negatively impact South Carolina's largest industry – tourism.

### Economic Impact from Families with School Children

With schools starting earlier in August, summer vacation time for South Carolina families have been shortened. Less summer vacation time means less economic impact from SC residents traveling in the State.

To measure the economic impact on early school starts on SC residents with children attending public schools, the number of potential family vacations lost must be estimated. In 2001, there were 669,342 children in South Carolina public schools. Using an average of two children per family, these children represent approximately 334,671 families with school children in the State.

Using average travel patterns reported by surveys from the South Carolina Department of Parks, Recreation and Tourism (SC-PRT), in-state residents take 36% of their trips as day-trips, and the remaining 64% as overnight travelers in the State. The SC-PRT also estimates that in-state tourists spend an average of \$122.17 per trip per party when traveling; while in-state overnighiter travelers are estimated to spend \$362.62 per trip per party. Both estimates exclude transportation costs, assuming day-trippers have \$20 transportation cost and overnighiters have \$75 transportation costs, this would estimate day-trippers spending to be \$142.17 per trip per party, and overnighiters spending to be \$437.62.

The following table shows the economic impact of potential spending by South Carolina families with school children. The analysis uses a range of 10% of

families taking one additional vacation to 100% of families taking one additional vacation. Using the patterns of average SC residents traveling in-state described above, day-trip and overnight tourist spending is estimated. The total amount of tourist spending by SC families is direct spending in the SC economy, which when re-spent provides a multiplier effect or indirect spending generated. This study uses a multiplier of 2.3 for the statewide indirect effect and is reflected in the total economic impact in column 5. The multiplier of 2.3 is considered a modest multiplier that in some areas can be as high as 3.0 in estimating re-spending effects.

**Economic Impact of Potential Vacation Spending by  
South Carolina Families with School Children**

(Col 1) If this percent of SC families with school children took 1 additional SC vacation...	(Col 2) Then spending from day-trip travelers would be...	(Col 3) And spending From overnight travelers would be...	(Col 4) And total (day + overnight) direct spending would be...	(Col 5) Having a total (direct + indirect) economic impact of this much spending generated in the SC economy...
10%	\$1,712,881	\$9,373,330	\$11,086,211	\$25,489,283
20%	3,425,772	18,746,660	22,172,432	50,996,593
30%	5,138,643	28,119,990	33,258,633	76,494,855
40%	6,953,887	38,053,474	45,007,361	103,516,193
50%	8,564,406	46,866,651	55,431,057	127,494,131
60%	10,277,287	56,239,981	66,517,268	152,989,714
70%	11,990,168	65,613,311	77,603,479	178,488,007
80%	13,703,049	74,986,642	88,689,691	203,986,283
90%	15,415,930	84,359,972	99,775,902	229,484,576
100%	17,128,863	93,733,582	110,862,440	254,983,610

## Background Information on Tax Revenue Impacts

### State Sales Tax

South Carolina levies a 5% State sales tax on most good and services in the hospitality and tourism industry including food in restaurants, lodging, and shopping purchases which make up most spending by in-state tourists.

### State Accommodations Taxes

South Carolina levies 2% tax on the price of accommodations (hotels, motels, bed & breakfasts) in addition to the State sales tax of 5%. Tourist spending estimated to be allocated to hotels and other lodging equal 36% of spending. Therefore,

State accommodations taxes are estimated based on 36% of total tourist spending allocated to hotels and lodging expenses.

### State Admissions Tax

South Carolina levies a 5% admission tax on most events and theme parks .

### State Income Taxes

The maximum State income tax rate is 7% on income over \$12,000 and declining percentages with lower incomes. Because many employees are seasonal, a lower income tax rate of 6% is used here. The 6% tax rate is used on the portion of tourist spending that reflects labor costs, here assumed to be 35% of spending.

### State Beverage Alcohol Taxes

Taxes generated by sales of beer, wine and spirits to tourist are generated as a State tax revenue source for South Carolina. It is difficult to estimate these taxes, but increased tourism demand will certainly increase tax revenues generated from the sale on on-premise and off-premise sales. The tax revenue generated from these beverage alcohol sales are not included in this study.

### State Corporate Income Taxes

South Carolina corporate income tax is 5%, however the contribution of corporate income taxes are not included here as this information is not readily defined or available from the South Carolina Department of Revenue.

### Local Taxes

South Carolina allows counties and municipalities to add on sales and accommodations taxes to required state taxes. Local taxes are retained locally for local spending projects and to help support local education. For this study, local tax rates of 3% is used to estimate local tax revenues which include an additional 2% local accommodations tax and 1% local sales tax.

## State and Local Tax Revenues Generated

The following table estimates State and local tax revenues generated from one additional vacation from portions of SC families with school children.

**State & Local Tax Revenues Generated per year by Vacation Spending of South Carolina Families with School Children**

	State Tax Revenues Generated per year				Local Taxes Generated per year	Total State + Local Taxes Generated per year
(Col 1) If this percent of SC families with school children took 1 additional SC vacation per year	(Col 7) Then this much in State accommodation tax revenue will be generated per year	(Col 8) Then this much in State sales & admissions taxes will be generated per year	(Col 9) Then this much in State income taxes will be generated per year	(Col 10) Then this much in total State taxes will be generated per year	(Col 11) Then this much in local accommodations and sales tax revenue will be generated per year	(Col 12) Then this much in total state & local taxes will be generated per year
10%	\$67,487	\$554,310	\$232,810	\$854,607	\$332,586	\$1,187,193
20%	134,975	1,108,621	465,821	1,709,417	665,172	2,374,589
30%	202,246	1,662,931	698,431	2,563,608	997,758	3,561,366
40%	273,985	2,250,368	945,154	3,469,507	1,350,220	4,819,727
50%	337,439	2,771,552	1,164,052	4,274,043	1,662,931	5,936,974
60%	404,927	3,325,863	1,396,862	5,127,652	1,995,518	7,123,170
70%	472,415	3,880,173	1,629,673	5,982,261	2,328,104	8,310,365
80%	539,903	4,434,484	1,862,483	6,836,870	2,660,690	9,497,560
90%	607,391	4,988,795	2,095,293	7,691,479	2,993,277	10,684,756
100%	674,881	5,543,122	2,328,111	8,546,114	3,325,873	11,871,987



### Additional Tourism Spending by Other In-state and Out-of-state Tourists

Restoration of the full August summer vacation season will not only increase demand from in-state SC families with children, but also will increase demand from other tourists inside and outside the state. With the lost August vacation period restored, more SC tourist related businesses will stay open as the supply of labor is not reduced when school opens. At public hearings, business owners from across the state said early August school starts drained youth employment and forced businesses to close early during August by up to three weeks. Water Parks in Myrtle Beach and amusement theme parks in York County reported shorter August seasons as a result in early August school start dates.

Myrtle Beach tourism officials report tourist activity decreases substantially during the last three weeks of the August. Beginning August 10<sup>th</sup>, Myrtle Beach tourism officials estimate tourists and vacationers decrease by approximately two-thirds. In Myrtle Beach, lower tourism demand in August is reflected in the decrease in August hotel occupancy rates, decreased accommodations taxes collected in Horry County for August, decrease in hotel room rates as demand is lower, higher worker unemployment rates and the early closing of many tourist related businesses in August. In addition, Myrtle Beach tourism officials say both in-state and out-of-state tourist decreases from 300,000 to 240,000 visitors per day after August 10<sup>th</sup> each year because of early school openings. This decrease in tourists by 60,000 per day includes both in-state and out-of-state tourists to the area and is estimated to produce a loss of \$178 million to the Grand Strand area. Myrtle Beach tourist officials state that if this pattern is true across South Carolina, statewide the State could be losing up to \$400 million per year from both in-state and out-of-state lost tourist revenues from the shorter August vacation season.

Estimating the impact of increased tourist demand from additional in-state and out-of-state tourist is difficult. Also, South Carolina tourist destinations may embark on new marketing campaigns that increase demand from in-state and out-of-state tourist. One method would assume August tourist activity levels in hotels, restaurants, retail shopping areas and attractions would not decrease as they do now in August, but be maintained at July levels. Restoration of the full August vacation season to will increase demand for tourism is South Carolina from in-state and out-of-state tourists. Increasing the August tourist season by two weeks will have a substantial impact on state and local revenues generated by this additional tourism period.

## Weather and Heat Related Factors of Early School Openings

Early school starts in August instead of early September, place children into schools during the hottest month of the year. The weather related trade-off to be examined is children starting school during the hottest time of the year the last three weeks in August, and ending school during the cooler weather time of the last three weeks in May. Therefore, the temperature issue of August vs. May must be examined in terms of energy demand during these periods.

From the following table of average maximum temperatures in selected South Carolina cities, August has an average higher temperature than May across all cities shown. Energy costs are difficult to determine as each school district has different energy suppliers and different energy rates. Although a detailed estimate of energy costs in August vs. May requires more data and individual district energy costs during these months, clearly the higher temperatures in August will cost more to cool schools than the lower temperatures in May.

<b>May &amp; August Average Maximum Temperatures for SC Cities</b>		
South Carolina City	Average Maximum Temp (°F) 1971 - 2000	
	May	August
Columbia	83.6	90.3
Beaufort	83.1	88.8
Charleston	83.0	89.2
Clemson	79.4	87.9
Conway	82.3	89.1
Florence	82.9	89.4
Greenville	79.2	87.0
Orangeburg	83.7	90.3
Rock Hill	80.1	87.9
<i>Source: SC State Climatologist &amp; National Weather Service</i>		

## A Sample Scenario of Impacts

Estimating additional tourist spending and associated tax revenue impacts into a prediction of tourist behavior with restoration of the August vacation season required assumptions about the level of tourist activity with an extended August season. However, in the absence of unbiased surveys of tourist propensity of additional vacation travel, one can use previous impacts to predict results of a variety of scenarios.

For example, assuming 4 out of 10 South Carolina families with children in public would take an additional vacation with the restoration of the August vacation season and later school start dates, one can estimate the potential economic and tax revenue impacts from this behavior. Also, if one assumes the additional tourist activity from other in-state and out-of-state tourists during August would increase by an amount equivalent to the level of families with school children, an estimation of potential economic and tax revenue impact under this scenario can be made.

If this amount of additional tourist activity is generated..	Then total economic impact of tourist spending is...	Then total South Carolina State tax revenues generated will be...	And total local taxes generated will be...	Then total State + local taxes generated will be...
40% of SC families with school children take 1 additional trip (or 133,868 family trips)	\$103.51 million	\$3.47million	\$1.35 million	\$4.82 million
Demand from 100,401 families of out-of-state & in-state other tourists	\$76.49 million	\$2.56 million	\$0.998 million	\$3.55 million
<b>Total Impacts</b>	<b>\$180.0 million</b>	<b>\$6.03 million</b>	<b>\$2.34 million</b>	<b>\$8.37 million</b>

To summarize the economic and tax revenue impacts from this particular scenario:

- ✓ 40% of SC families with children in school taking one additional vacation in SC plus an additional 100,401 induced family vacations from other out-of-state and in-state tourists will:
  - generate an estimated **\$180 million** of economic impact in tourism areas per year,
  - generate an estimated **\$6.03 million** in State tax revenues per year,
  - add an estimated **\$2.34 million** in local tax revenues per year, and
  - add an estimated total State and local tax revenues of **\$8.37 million** per year.

### Geographic Distribution of the Impacts from this Scenario

The South Carolina Department of Parks, Recreation, and Tourism (SC-PRT) tracks tourist spending geographically in the State. Studies indicate tourism spending in South Carolina is divided geographically in the following regions of the State:

Coastal Region of SC	64.6% of all tourists
Midlands Region of SC	20.0% of all tourists
<u>Upstate Region of SC</u>	<u>15.4% of all tourists</u>
Total	100% of all tourists

Where:

Coastal SC region includes these counties: Beaufort, Charleston, Colleton, Dorchester, Georgetown, Hampton, Horry, and Jasper.

Midlands SC region includes these counties: Aiken, Allendale, Bamberg, Barnwell, Berkeley, Calhoun, Clarendon, Darlington, Dillon, Florence, Lee, Lexington, Marion, Marlboro, Newberry, Orangeburg, Richland, Saluda, Sumter, and Williamsburg.

Upstate region includes these counties: Abbeville, Anderson, Cherokee, Chester, Chesterfield, Edgefield, Fairfield, Greenville, Greenwood, Kershaw, Lancaster, Laurens, McCormick, Oconee, Pickens, Spartanburg, Union, and York.

Using the above detailed possible spending scenario of increased tourist spending from restoration of August vacation season, the geographic distribution of the total impacts of the economy and tax revenues are as shown in the following table.

<b>Geographic Distribution of Economic Impacts and Tax Revenue Impacts of Possible Scenario</b>			
Total State impact from possible scenario	Coastal SC region's contribution to total State impact (64.6%)	Midlands SC region's contribution to total State impact (20.0%)	Upstate SC region's contribution to total State impact (15.4%)
\$180 million total economic impact generated →	\$116.3 million	\$36.0 million	\$27.7 million
\$6.03 million SC State tax revenues generated →	\$3.9 million	\$1.20 million	\$0.93 million
\$2.34 million of local tax revenue generated →	\$1.51 million	\$0.468 million	\$0.362 million
\$8.37 million State + local tax revenues generated →	\$5.4 million	\$1.67 million	\$1.29 million

## Additional Possible Scenarios

The above analysis is but one of many scenarios of the impacts of restoring the August vacation season with later school start dates. There are many other possible scenarios, all dependent on how in-state and out-of-state tourists respond to a longer vacation season in South Carolina.

The above scenario demonstrated uses a conservative estimate of tourist response by assuming only 4 out of 10 families with children in South Carolina school would take an additional vacation in SC and also the longer vacation season would induce approximately 100,000 other in-state and out-of-state family tourists trips. There are scenarios under less conservative assumptions that would estimate higher economic impacts and tax revenues, and scenarios under more conservative assumptions that would estimate lower economic impacts and tax revenues generated.

## Conclusion and Summary

- ✓ South Carolina public schools have begun earlier and earlier in August, taking away up to 3 weeks of summer August vacation time from families with children in South Carolina public schools.
- ✓ Early school start dates shorten the August vacation season in South Carolina and is associated with decreased August tourism demand, costing the State's largest industry – tourism – millions in lost economic activity and millions in lost State and local tax revenues.
- ✓ Early school start dates in South Carolina are associated with lower August tourist business activity including decreased August hotel occupancy rates, decreased August State and local accommodations taxes generated, decreased State and local sales tax generated, and decreased August employment in tourist areas.
- ✓ Decreased August tourist activity as schools start earlier, are not off-set by increases in tourist activity in other summer months.

- ✓ Starting schools in August mean schools must cool facilities for children during the hottest month of the year - August, costing unnecessary utility expenses by starting early, as opposed to starting after Labor Day in September.
- ✓ One scenario estimates economic and tax revenue impacts where as little as 4 out of 10 families with children in South Carolina take one additional vacation if August summer vacation were restored; plus an induced additional 100,000 families from in-state and out-of-state family vacations would generate \$180 million in total economic impact, \$6.03 million in State tax revenues, \$2.34 million in local tax revenues, and \$8.37 million in total State and local tax revenues.



# The Florida Senate

Interim Project Report 2003-112

January 2003

Committee on Commerce and Economic Opportunities

Senator James E. "Jim" King, Jr., President

## IMPACT OF A UNIFORM SCHOOL YEAR ON FLORIDA'S ECONOMY

### SUMMARY

Historically, Florida public schools started in late-August and ended in early-June. Over the last decade, schools have been starting and ending earlier. As a result, for most students the summer vacation period begins in late-May. Most children return to school in early to mid-August. School district superintendents report that earlier school start dates have been adopted to increase the number of days of instruction prior to the Florida Comprehensive Assessment Test (FCAT) testing dates and to end the first semester of schooling before the winter break. Due to more breaks and holidays within the school year, the summer vacation period in 2002 was 6 days shorter than in 1983.

The change in school calendars has changed the dates when families with school-aged children are able to engage in-state tourism activities and has limited the ability of teachers and high school students to work for the tourism industry after mid-August. This project examines whether later school start dates would benefit the state's economy, particularly the tourism industry, without harming Florida's public education system. No currently available data shows that returning to later start dates would increase tourism industry revenues or significantly benefit the state's economy. The current, early school start dates may have only caused a change in the timing of tourism revenues and expenditures. As a result, committee staff recommends against enacting uniform school start dates or a uniform calendar at this time.

### BACKGROUND

#### School Calendars

Historically, economic interests have influenced school calendars. For example, when agriculture was a larger component of the state's economy, school calendars were based on agricultural schedules of planting and

harvesting.<sup>1</sup> Today, other factors more directly influence school calendars. Florida school calendars continue to be set at the discretion of the 67 county district school boards.<sup>2</sup> These calendars must provide for school start and end dates, holidays, vacation periods, and at least 180 days of pupil instruction.<sup>3</sup> There is no requirement for district school boards to consider local economic interests when adopting school calendars.

#### *School Start Dates*

The average public school student has started school earlier nearly every year since 1991. Figure 1 represents school district start dates weighted by district enrollment for the years in which data is available. (Complete data was not available for years represented by gaps in the graph in Figure 1 and before 1980.) In 1980, the average public school student started school on August 28. In 2002, the average public school student started school on August 14, and students in more than half of the school districts started before August 10.

<sup>1</sup> Gary Hopkins, *The School Calendar: It's Time to Make Time for Learning!*, Education World, May 18, 1998, p.1, available at [http://www.educationworld.com/a\\_issues/issues034.shtml](http://www.educationworld.com/a_issues/issues034.shtml).

<sup>2</sup> Section 1001.42(4)(f) and (g) and (10)(a), F.S.:

The district school board, acting as a board, shall exercise all powers and perform all duties listed below:

(4) ESTABLISHMENT, ORGANIZATION, AND OPERATION OF SCHOOLS.—Adopt and provide for the execution of plans for the establishment, organization, and operation of the schools of the district, including, but not limited to, the following:

(f) *Opening and closing of schools; fixing uniform date.*—Adopt policies for the opening and closing of schools and fix uniform dates.

(g) *Observance of school holidays and vacation periods.*—Designate the observance of school holidays and vacation periods.

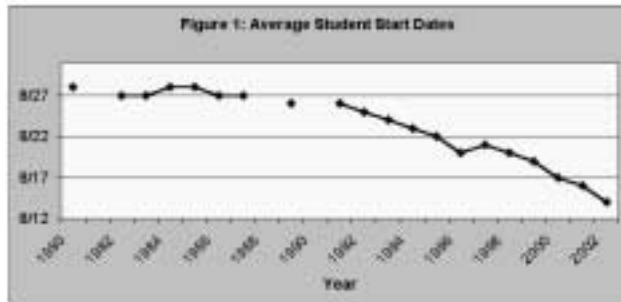
(10) FINANCE.—Take steps to assure students adequate educational facilities through the financial procedure authorized in chapters 1010 and 1011 and as prescribed below:

(a) *Provide for all schools to operate at least 180 days.*—Provide for the operation of all public schools, both elementary and secondary, as free schools for a term of at least 180 days or the equivalent on an hourly basis as specified by rules of the State Board of Education;

....

<sup>3</sup> *Id.*





SOURCE: Compilation of school district start dates and school district enrollment data from the Department of Education.

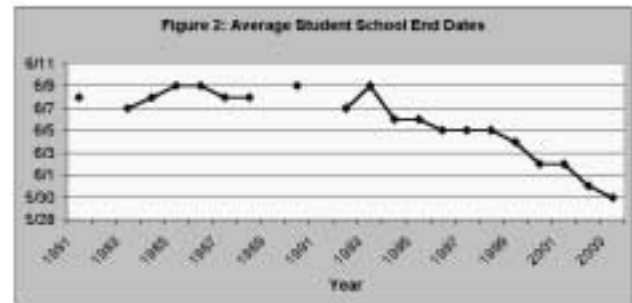
The few school districts that have started after Labor Day since 1980 have done so only intermittently. In 1992, Pasco County was the last Florida school district to start after Labor Day. A review of the limited number of school district calendars available predating 1980 suggests that post-Labor Day school starts occurred more often before 1980. Most of these older calendars, however, showed that school start dates in late-August were the norm. In 1959, the Legislature enacted a law requiring school districts to provide a minimum of 180 days of student instruction beginning in the 1960-1961 school year.<sup>4</sup> Because there was no statutory requirement before 1960 to provide 180 days of instruction, school start dates after Labor Day may have been more common before 1960 than between 1960 and 1979.

Like Florida, many school districts in states throughout the country are starting earlier in the calendar year. In 1988, 51 percent of all public schools started before September 1. In 2000, 76 percent of all public schools started before September 1.<sup>5</sup> Some schools continue to start after Labor Day because they are not air-conditioned.<sup>6</sup> Several states, however, have mandated school start dates from late-August to the day after Labor Day because of perceived benefits to their tourism industries. (See a discussion of actions in other states in the "Findings" section of this report.)

#### School End Dates

As a result of earlier school start dates, Florida public schools are also ending earlier. Figure 2 shows how the date of the last day of school has changed for the average student since 1981. Figure 2 represents school district end dates weighted by district enrollment for

the years in which data is available. (Complete data was not available for years represented by gaps in the graph in Figure 2 and before 1981.) In 1981, the last day of school for the average student was June 8. In 2003, the average student will end school on May 30, and only five school districts will end in June.



SOURCE: Compilation of school district end dates and school district enrollment from the Department of Education.

#### Length of School Year

In the 2002-2003 school year, a period of 290 calendar days, including weekends and other breaks, will be used to provide students with the required 180 days of instruction. In 1980, only 285 calendar days were needed. The length of the school session has increased because additional breaks and holidays have been added to school calendars. Most of the increased length can be attributed to the recognition of Veterans' Day, Martin Luther King, Jr., Day, Presidents' Day, and Memorial Day. Other factors that have lengthened the school year include lengthened traditional breaks and earlier school start dates. Most school districts currently schedule three or four teacher planning days during the school year – one at the end of each quarter. The number of planning days has not significantly increased since 1980.

#### Length of Summer Vacation Period

As a result of the lengthened school calendar, the summer vacation period was reduced from 80 days in 1983 to 74 days in 2002. The length of the summer vacation period may also change as school start dates change. When schools start earlier one year than the start date in the preceding year, the length of the summer vacation period may be shorter. When schools start later one year than the start date in the preceding year, the summer vacation period may be longer.

#### Differences among District Calendars

School district calendars also differ in the timing and number of holidays, breaks, and teacher planning days. For example, some school districts have breaks that coincide with county fairs or other local events.

<sup>4</sup> Section 2, ch. 59-371, L.O.F.

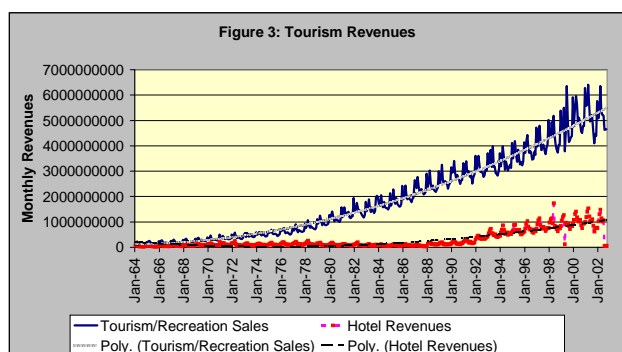
<sup>5</sup> Bess Keller, *August Openings Put Schools On Hot Seat*, Education Week, August 8, 2001, p. 1, available at <http://www.edweek.org/ew/story.cfm?slug=43start.h20>.

<sup>6</sup> Eric Hubler, *Denver schools OK mid-August start*, The Denver Post, October 20, 2000, at B-01.

Seminole County has a week-long fall break between the first and second quarters of the school calendar. Some school districts take two days off for Thanksgiving; others take three.

## Tourism Industry

The tourism industry is an important component of the state's economy. The tourism industry generated \$50 billion in taxable sales and provided more than \$3.5 billion in tax revenue to the state and local governments in 2000.<sup>7</sup> Sales taxes generated from tourism activity represented 20 percent of all sales tax collections. In 2000, 71.5 million people visited the state, and 843,400 people were employed by the tourism industry.<sup>8</sup> Figure 3 shows the growth in monthly tourism and recreational sales and the growth in hotel revenues since 1964.



SOURCE: Office of Economic and Demographic Research, Florida Legislature.

Early school start dates limit the ability of families with school-aged children to travel and limit the ability of teachers and high school students to work for the tourism industry after mid-August. Some representatives of the tourism industry have cited earlier school start dates as contributing to declines in August hotel occupancy rates and to increases in employment-training costs.

## Prior Legislation

The school start date issue previously came to the attention of the Legislature in 1986 through Senate Bill 634 and House Bill (HB) 600. Both bills required all

public schools and post-secondary educational institutions to begin after Labor Day. The staff analysis for HB 600 stated the following:

The hotel/motel and tourist industry should realize some economic benefits from the extended summer vacation period. However, it is not possible to quantify these benefits at this time.<sup>9</sup>

Both bills died in their first committee of reference.

## Purpose of Interim Project

This interim project considered whether requiring public schools to start in late-August or after Labor Day would produce benefits for the economy, particularly the tourism industry, without harming the public education system.

## METHODOLOGY

Research into the economic impact of a change in school calendars began with consultations with the Legislature's Office of Economic and Demographic Research. These consultations were followed by interviews of tourism industry representatives and professionals, and by requests for tourism statistics and other relevant data. Research into factors influencing school start dates began with interviews of education professionals and representatives. These interviews were followed by a questionnaire to school superintendents. Historical school start date data was gathered for comparison with tourism activity. Florida Comprehensive Assessment Test (FCAT) performance was compared with school start dates. Lastly, states that have considered uniform school start dates were reviewed.

## FINDINGS

### Adoption of School District Calendars

Most of the 48 school districts that responded to a questionnaire from the committee have established calendar committees comprised of parents, teachers, support staff, and administrators to propose calendars for adoption by the district school board. Some calendar committees did not include parents of school students, but the calendar committees received parental input through school advisory councils. Participation in some calendar committees included students and

<sup>7</sup> Visit Florida, 2000 Florida Visitor Study, pp. 44-49. This \$50 billion figure is based on the amount of taxable sales made in 14 of the 99 kind codes used to track sales tax revenue by the Department of Revenue. The amount of taxable sales made in these 14 different kind code categories is considered the best indicator of the amount of tourism activity. Because these 14 kind code categories, however, are quite broad, some non-tourism economic activity is also captured.

<sup>8</sup> *Id.* at pp. 3 and 48.

<sup>9</sup> State of Florida H.R., Committee on Education, K-12, Staff Analysis for HB 600, April 2, 1986, p. 2.

members from the local community and business community. Several school districts have surveyed parents for input on school calendars. A few districts reported no direct or indirect parental involvement in the development of the school district calendars.

### Calendar Considerations

The questionnaire to school district superintendents also asked them to describe the factors influencing school start dates. According to the responding superintendents, the desire to increase the number of days of instruction before the Florida Comprehensive Assessment Test (FCAT) and the desire to end the first semester before the winter break are the most important factors influencing school start dates.

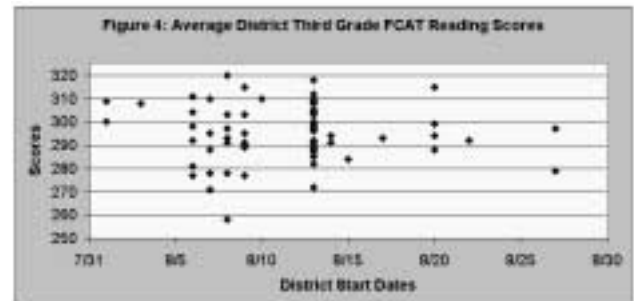
### FCAT Preparation

Many school superintendents responding to the committee's questionnaire believe that increasing the number of days of instruction prior to administration of the FCAT will increase student scores. The FCAT is administered to nearly all public school children in grades 3 through 10.<sup>10</sup> One of the purposes of the test is to assess the annual learning gains of each student toward achieving the Sunshine State Standards appropriate to the student's grade level.<sup>11</sup> Schools and school districts have the following incentives to ensure that their students perform well on the FCAT:

- FCAT scores determine school and school district grades.<sup>12</sup>
- School grades determine whether teachers are eligible for certain bonuses.<sup>13</sup>
- Funding may be tied to school performance.<sup>14</sup>
- Third grade FCAT reading scores determine eligibility for promotion to the fourth grade.<sup>15</sup>
- Students must pass the tenth grade FCAT to graduate from high school.<sup>16</sup>

The FCAT testing dates are set by the Department of Education and are the same for all school districts. Differences in school district start dates can provide school districts that start earlier than others with more time to prepare students for the FCAT. In 2001, for

example, Holmes County started school on August 1–26 days before Dade and Broward counties. School grades and student scores are not adjusted for the number of days of instruction provided prior to the FCAT. School districts that have early school start dates, however, are not guaranteed better FCAT scores than schools with later start dates. Figure 4, for example, compares school district start dates from the 2001-2002 school year with average district scores on the reading section of the third grade FCAT in 2002.



SOURCE: Compilation of *Statistical Brief*, Florida Department of Education, Series 2002-02B, July 2001, and *State and District Scores for All Curriculum Groups*.<sup>17</sup>

An analysis of school district start dates and average district scores for other grades and other sections of the FCAT similarly shows that there is no apparent correlation between start dates and scores, suggesting that other variables may have a larger impact on FCAT scores than school start dates.

### Finish First Semester by Winter Break

The other major factor cited by superintendents as influencing school start dates is the desire to end the first semester before the winter break. Mid-term exams are scheduled at the end of the first semester of schooling. If the first semester ends after the winter break, some school districts said, students will forget much of what they were taught prior to the break. Teachers need about a week to review the material forgotten over the winter break to refresh students' memories before exams, school districts reported. When the first semester ends before the winter break, less time is spent reviewing old material and more time is spent learning new material. School districts also reported that it is more efficient for teachers to prepare for the spring semester over the winter break if the first semester ends before the break.

Ending the first semester before the winter break is especially important to schools using block schedules.

<sup>10</sup> Section 1008.22(3)(c), F.S.

<sup>11</sup> Section 1008.22(1)(a), F.S.

<sup>12</sup> Section 1008.34(3) and (8), F.S. Florida has a statewide assessment program that requires the Commissioner of Education to assign grades A through F to schools and school districts based on student FCAT performance.

<sup>13</sup> Section 1008.36(5)(a), F.S.

<sup>14</sup> Section 1008.34(7), F.S.

<sup>15</sup> Section 1008.25(5)(b), F.S.

<sup>16</sup> Section 1008.22(3)(c)5., F.S.

<sup>17</sup> *State and District Scores for All Curriculum Groups*, available at <http://www.firn.edu/doe/sas/fcat/fcpress2.htm>.

Block schedules restructure the school day into classes with much longer than the traditional 50-minute period. Students on block schedules typically have three or four long class periods per day instead of seven or eight, learning a year's worth of material in a semester. According to the school districts, it is convenient for students on block schedules to start a new schedule of classes after the winter break.

#### *Critics of Current Calendars*

Critics of current school calendars from the tourism industry have suggested that the comparisons among school districts based on FCAT scores would be more accurate if all schools had the same amount of time to prepare for the FCAT. Administering the FCAT later in the spring semester, critics argue, would reduce one incentive to have early school start dates. Critics also suggest that administering first semester exams to students after the winter break will encourage long-term learning instead of cramming.

#### **Economic Analysis**

The Legislature's Office of Economic and Demographic Research (EDR) advised that if the timing of school start and end dates affects the amount of tourism expenditures by Florida families with school-aged children, then there must be a climatological or sociological explanation for the change in tourism expenditures. Climatological factors, for example, explain that people are more likely to snow ski in the winter because winter brings cold weather and snow. Sociological factors explain, for example, that people give gifts to a person on a birthday because of historical traditions. In sum, there must be a reason that explains why tourism expenditures would increase if schools started later in August or after Labor Day. If no sociological or climatological factors can explain why tourism expenditures would increase, then later school start and end dates may result solely in a shift in the timing of some tourism expenditures, rather than an increase in tourism expenditures.

According to the economists at EDR, statistical data such as historical school start and end dates, sales tax revenue, number of tourists, or other statistical data cannot predict the propensity of families with school-aged children to increase tourism expenditures. The best way to determine whether these families would increase tourism expenditures as the result of later school start dates is to conduct a survey to ask how their tourism expenditures would change.

If climatological or sociological factors can be determined that explain why tourism expenditures will increase as a result of later school start and end dates, then revenues will likely shift from another segment of the state's economy to the tourism industry. Revenue will shift from one segment of the state's economy because consumers must reduce spending in one area if spending is increased in another. As a result, later school start dates are not likely to provide a net economic benefit to the state, according to EDR.

#### **Issues Raised by Tourism Industry**

The issues raised by representatives of the tourism industry regarding the idea of establishing a later school start date can be grouped into three principal categories or theories. First, there may be something that occurs in mid-August through Labor Day that encourages so much tourism activity by families with school-aged children that their reductions in tourism activity in May and June will be more than offset. Second, the tourism industry needs high school labor more in mid-August to Labor Day than in late-May to early-June. Lastly, moving school start dates to late-August or after Labor Day would encourage more tourism by enabling families to travel in late-August when prices are cheaper. Each theory will be discussed below.

The first theory is that something occurs in mid-August through Labor Day that encourages tourism. This August occurrence more than offsets tourism that would be lost as the result of later school end dates. Based on EDR's guidance, this August occurrence must be a climatological (weather) or sociological factor.

August weather is hotter and wetter than the weather in June and May. (See Table 1.)

Table 1: Florida Average Temperatures and Rainfall

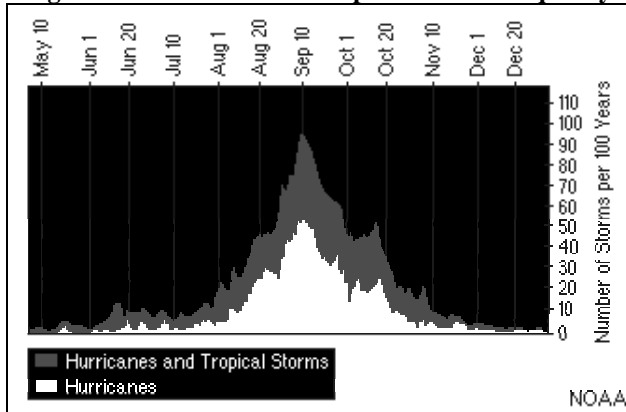
Month	Average Temperature	Average Rainfall
May	75.43°F	3.87 inches
June	79.81°F	7.02 inches
July	81.27°F	7.53 inches
August	81.34°F	7.27 inches
September	79.32°F	6.75 inches

SOURCE: National Oceanic and Atmospheric Administration<sup>18</sup>

<sup>18</sup> U.S. Statewide Analysis, available at <http://lwfncdc.noaa.gov/oa/climate/research/cag3/state.html>.

Additionally, the peak hurricane season begins in mid-August.<sup>19</sup> (See Figure 5.)

**Figure 5: Hurricane and Tropical Storm Frequency**



Assuming that hot, wet weather discourages tourism, August weather conditions do not suggest that there is a climatological factor that would cause an increase in tourism. A survey of families with school-aged children could be conducted to determine whether there is a sociological explanation that would validate the theory that something occurs after mid-August that encourages more tourism in August than in late-May to early-June.

The second theory is that the tourism industry needs high school labor more after mid-August to Labor Day than in late-May to early-June. Labor-dependent businesses in the tourism industry, such as attractions and theme parks, seek high school labor during the summer months. When high school laborers return to school in August, replacements must be found who will work through Labor Day. The tourism industry incurs additional hiring and training costs to replace high school students.

Universal Studios in Orlando reported to committee staff that it needs high school labor most from July 1 through Labor Day. Universal begins hiring and training high school students for the busiest part of the summer during mid-May. Last summer, 375 employees quit between mid-May and July 1 because few work hours were available at that time. These employees had to be replaced at a cost of \$350 each. When these high school students return to school from early to mid-August, Universal must hire and train about 1,000

workers at a cost of about \$350 each to work through Labor Day. Many of these late summer laborers had to be bussed to Universal from outlying areas at a cost of \$37,500 last summer. Additionally, full time staff was paid an additional \$130,000 for overtime for the period of time after high school students returned to school through Labor Day. These costs totaled \$648,750 for Universal last year. According to Universal, if school calendars would permit high school students to work through the month of August, the students would be able to earn an additional \$792 each during the summer. The Florida Attractions Association reported to the committee that the results of a survey of its members show that many attractions share Universal Studios' need for summer labor.

There may be segments of the tourism industry for which the demand for labor is greater from late-May to early-June than from mid-August to Labor Day. Monthly tourism/recreation taxable sales data for 2000 shows that there were \$4.1 billion in sales in May, \$4.0 billion in June, and \$3.7 billion in August.<sup>20</sup> The number of Florida welcome center visitors was greater in June than in August in 1998-2000.<sup>21</sup>

The third theory, which was suggested by the Florida Association of Convention and Visitors Bureaus, is that later school start dates would encourage price-conscious consumers to travel in late-August when prices are discounted on tourism activities. Committee staff does not have data to determine how tourism expenditures will change in response to lower prices, or data to determine how prices might change if more families with school-aged children could travel in late-August.

### **Actions in Other States**

Several other states have adopted school start dates for late-August or after Labor Day, including, for example: Texas, Virginia, Missouri, Wisconsin, Minnesota, and Arkansas. In every state that have considered the issue, the tourism industry typically supported the later start dates and the education community almost always opposed a loss of local control over the authority to set start dates. Several states that have adopted or considered legislation mandating later school start dates are discussed below.

#### *Pennsylvania*

Legislation filed during the 2002 legislative session

<sup>19</sup> National Oceanic and Atmospheric Administration, *Hurricane Basics*, available at <http://hurricanes.noaa.gov/prepare/season.htm>.

<sup>20</sup> Visit Florida, *2000 Florida Visitor Study*, p. 45.

<sup>21</sup> *Id.* at 39.

would have required Pennsylvania schools to start after Labor Day.<sup>22</sup> According to staff of the House Tourism and Recreational Development Committee, the tourism industry supported later start dates, in part, because some attractions had to close in August or go to a limited schedule due to a lack of high school labor. The legislation mandating later start dates died in committee. A resolution, however, passed which urged school districts to consider the effects of starting school before Labor Day.<sup>23</sup>

#### *Michigan*

In 1997, legislation was proposed that would have required schools to begin after Labor Day. Legislation was also proposed that would have created a commission comprised of education, business, and tourism representatives to study the effect of starting school after Labor Day.<sup>24</sup> Neither piece of legislation became a law. According to the House Fiscal Agency (HFA):

[I]t is reasonable to assume that increased money spent on tourism would lead to less money spent on other revenue-generating activities, creating a possible “wash” in revenues.<sup>25</sup>

The HFA further opined that shifting start dates may only shift the time when people take vacations or allow Michigan residents to vacation out-of-state.<sup>26</sup>

In 1999, legislation was introduced that would have created a commission to study the effect of early school start dates.<sup>27</sup> Prior to becoming a law,<sup>28</sup> the legislation was amended to make the Friday before Labor Day a school holiday, representing a compromise between the tourism industry and the education community.<sup>29</sup>

#### *Wisconsin*

Prior to 1998, legislation had been filed in several legislative sessions providing for later school start dates. In 1998, the Special Committee on the School Calendar was appointed to study the advantages and disadvantages of later school start dates. The committee heard testimony that 67 percent of survey respondents

were somewhat supportive of legislation that would require all public schools to start after September 1.<sup>30</sup>

In 1999, legislation was enacted that prohibited schools from starting before September 1 unless a school board held a public hearing on the issue and adopted a resolution to start school earlier.<sup>31</sup> In the 2000-2001 school year, 368 of the 426 school districts opted out of the September 1 start date.<sup>32</sup> In 2001, legislation was enacted to limit the ability of school districts to opt out of the September 1 start date.<sup>33</sup> Exemptions from the start date are only available if the Department of Public Instruction finds an extraordinary reason for granting an exemption.<sup>34</sup>

#### *South Carolina*

During the 2002 legislative session, legislation was proposed that would have required Charleston County schools to start school on the day after Labor Day. The legislation would have also required the Department of Education to administer the Palmetto Achievement Challenge Test, South Carolina's version of the FCAT, on the 160<sup>th</sup> day of student instruction for Charleston County students.<sup>35</sup> According to the State Board of Education, the bill would have compromised test security by testing Charleston County at a different time than other county schools. As a result, the sponsors tabled the bill in exchange for the Department of Public Instruction's support of an alternative proposal.<sup>36</sup>

Ultimately, s. 59-5-71, South Carolina Statutes, was enacted which created a taskforce of parents and tourism, business, and education representatives to recommend whether a uniform start date should be adopted and to suggest a uniform start date to the Board of Education. The taskforce held several public hearings throughout the state to gather information and gauge public opinion. An economist member of the taskforce determined that tourism revenues would increase \$180 million if school start dates were later.<sup>37</sup>

<sup>30</sup> State of Wisconsin Joint Legislative Council, *Legislation on Determination of a School Calendar*, Report No. 9 to the 1999 Legislature, October 21, 1999, p. 5.

<sup>31</sup> Section 2066m, 1999 Wis. Act 9.

<sup>32</sup> See Wisconsin Department of Public Instruction, *2000-2001 District Calendar*.

<sup>33</sup> Wis. Stat. § 118.045(3) (2002).

<sup>34</sup> *Id.*

<sup>35</sup> H.B. 4569, 114th Gen. Assem., Reg. Sess. (S.C. 2002).

<sup>36</sup> Conversation with Molly Spearman, Deputy Superintendent of Governmental Affairs, S.C. State Board of Education, Dec. 2002.

<sup>37</sup> Steven C. Morse, Ph.D., *South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries: An Analysis of Economic & Tax Revenue Impacts*, p. 19.

<sup>22</sup> H.B. 2262, 2002 Gen. Assem., 186th Sess. (Pa. 2002).

<sup>23</sup> H.R. 446, 2002 Gen. Assem., 186th Sess. (Pa. 2002).

<sup>24</sup> H.B. 5080 and S.B. 300, 1997 Leg., Reg. Sess. (Mich. 1997).

<sup>25</sup> Mich. H.R., House Staff Analysis for H.B. 5080, October 9, 1997, p. 1.

<sup>26</sup> *Id.*

<sup>27</sup> H.B. 4099, 1999-2000 Reg. Sess. (Mich. 1999).

<sup>28</sup> Mich. Comp. Laws § 380.1284b(1) (2002).

<sup>29</sup> Mich. H.R., House Legislative Analysis Section, Analysis of H.B. 4099, May 5, 1999, p. 1.

The analysis, however, did not consider the reduction in tourism activity caused by later school end dates.

The taskforce could not reach a consensus on uniform school start dates. Nevertheless, on December 11, 2002, the State Board of Education voted nine to eight to establish a 10-day window in late-August to early-September for schools to open. Some members of the General Assembly believe that the State Board of Education acted without legislative authority.<sup>38</sup>

#### Texas

In 2001, the Texas Legislature enacted legislation that prohibited schools from starting “before the week in which August 21 falls” unless, after a public hearing, the Commissioner of Education allows a school to start earlier.<sup>39</sup> Proponents of later school start dates were supported by a study by the Comptroller of Public Accounts which found: 65 percent of Texas parents supported a uniform date; 46 percent favored a start date after Labor Day; later starts could save \$10 million in energy costs; and the tourism industry would gain \$332 million in revenue.<sup>40</sup> A second study by the Texas Department of Economic Development and Tourism and More Consulting Services found that tourism activity drops after the school year begins and that the tourism industry loses at least \$180 million in tourism revenue due to early start dates.<sup>41</sup> Neither study, however, discussed the reductions in tourism activity caused by later school end dates if school calendars remain the current length.

#### Virginia

In 1986, Virginia adopted s. 22.1-79.1, Code of Virginia, which prohibits schools from starting before Labor Day. In nearly every year since 1995, legislation has been introduced to either repeal the law, create an exemption, limit an exemption, or to give local school boards discretion over school calendars. Today, the only exemptions from the law are for schools that have been disrupted by severe weather in past years, schools that are dependent on another school that has an exemption, and year-round schools.

<sup>38</sup> South Carolina Department of Education, *State Board of Education approves statewide uniform start dates for schools*, available at <http://myschools.com/news/more.cfm?articleID=275>.

<sup>39</sup> Tex. Education Code § 25.0811 (2003).

<sup>40</sup> Carole Keeton Rylander, Texas Comptroller of Public Accounts, *An Economic Analysis of the Changing School Start Date in Texas*, December 2000, p 1., available at <http://www.cpa.state.tx.us/>.

<sup>41</sup> Texas Department of Economic Development and Tourism & More Consulting Services, *The Effects of Alternative Academic Calendars on the Texas Travel Industry*, February 1999.

## RECOMMENDATIONS

Committee staff recommends that district school boards continue to have the authority to set school calendars at their discretion, because currently available data for Florida does not demonstrate that mandating later school start dates would significantly increase in-state tourism or significantly reduce labor costs.

However, because practices currently differ in the extent to which parents and businesses are involved in setting school calendars, the Legislature may wish to ensure that school calendars reflect the needs of the broader local community in addition to the concerns of local educators. One method would be to require all school boards to establish calendar committees empowered to recommend or adopt calendars. These committees could be required to include local business and community representatives in addition to parents and local education representatives. Another possible method to increase community involvement would be to require school districts to survey parents and businesses periodically on preferences for school start dates.

If the Legislature desires further study of the issues, it could follow the lead of some other states and create a temporary commission to hear the concerns of educators, students, parents, and businesses and report its findings. The commission's charge could include: attempting to isolate sociological factors that may produce higher in-state tourism expenditures from late-August through Labor Day by families with school aged children; determining whether agreements are possible between high schools in high-tourism areas and labor dependent businesses which will satisfy both labor and educational needs; evaluating community satisfaction with school calendars and the process by which they are adopted; and suggesting methods to increase community involvement in the adoption of school calendars, if warranted.

Lastly, the Legislature could provide for the Office of Economic and Demographic Research or another entity to conduct a survey of families with school-aged children to determine their preferences for school calendars. This survey could also ask whether these families would increase tourism expenditures as a result of later school start dates.



# **Post Labor Day School Start Dates in Tennessee:**

## **An Analysis of the Economic and Tax Revenue Impacts on the Tennessee Travel and Tourism Industry**

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## **Executive Summary**

### *Post Labor Day School Start Dates in Tennessee: An Analysis of Economic and Tax Revenue Impacts on the Tennessee Travel and Tourism Industry*

- The purpose of this study was two-fold: 1) to determine if post Labor Day school starts for Tennessee public schools would influence Tennessee residents' travel plans for summer Tennessee vacations, and 2) to estimate the potential economic, state tax, local tax, and payroll impacts of post Labor Day Tennessee school starts on the statewide Tennessee economy, and each of Tennessee's 95 counties.
- To determine if post Labor Day school start dates for Tennessee public schools would influence summer travel plans by Tennessee residents in Tennessee, a survey of 1,234 Tennessee residents was conducted by the University of Tennessee Tourism Institute and the Social Science Research Institute.
- The survey found that 462,712 Tennessee residents would take one additional Tennessee summer vacation, and 222,787 Tennessee residents would extend a Tennessee summer vacation if Tennessee schools started after Labor Day.
- The statewide economic, state tax, local tax, payroll, and employment impacts on the Tennessee economy from the new tourist spending is estimated to:
- Generate \$189.89 million in new statewide Tennessee tourist spending by Tennessee residents taking new or extended Tennessee summer vacations,
- Generate \$9.72 million in new statewide Tennessee state tax revenues,

- Generate \$5.50 million in new total local county tax revenues (sum of all 95 county local taxes generated),
  - Generate \$72.92 million in new statewide worker incomes (payroll), and
  - Generate 2,619 new jobs statewide in the Tennessee travel and tourism sectors of the economy.
  - For each of Tennessee's 95 counties, Table 1 of the study shows the specific new tourists expenditures, new state tax revenues generated, new local county taxes generated, and new worker income (payroll) generated if Tennessee schools started after Labor Day.
- 

## **Organization of the Study**

### *Executive Summary*

1. Introduction and Background of the Study
2. Purpose of the Study
3. Methodology and Results of the Study
4. Summary of Statewide Economic and Tax Revenue Impacts
5. Table 1: Estimates of County Specific Economic, State Tax, Local Tax, and Payroll Impacts of New Spending on Tourism by Tennessee Residents if Tennessee Public Schools Started After Labor Day
6. References Used in the Study

# **Post Labor Day School Start Dates in Tennessee: An Analysis of Economic and Tax Revenue Impacts on the Tennessee Travel and Tourism Industry**

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## **1. Introduction and Background of the Study**

Issues concerning Tennessee K-12 public school start dates are currently under public discussion. Over the last ten years, many public schools in Tennessee have chosen to begin their school year earlier and earlier in August, moving away from the traditional post Labor Day school start dates. There are many issues in this discussion including shorter summer family vacation time, school cooling costs, student health and safety issues related to heat conditions, student learning issues, and local control of school calendars.

This focus of this study is on post Labor Day school start dates, and the potential impact on the Tennessee travel and tourism sectors of the State's economy.

## **2. Purpose of the Study**

In general, the primary purpose of this study is to examine the potential impact of post Labor Day Tennessee public school start dates on Tennessee resident tourist spending and summer family vacation time on the Tennessee travel and tourism industry.

In particular, the study has the following objectives:

- 1) To determine if post Labor Day school start dates in Tennessee would influence the number of Tennessee residents taking summer vacations in Tennessee; and

- 2) For all 95 Tennessee counties, to estimate the impact of early school start dates on the county travel and tourism industry in terms of:
  - a. Impact on Tennessee resident tourist expenditures,
  - b. Impact on State tax revenues generated,
  - c. Impact on local county tax revenues generated, and
  - d. Impact on local county payroll generated, and
- 3) For the statewide Tennessee economy, to estimate the impact of early school start dates on the statewide Tennessee travel and tourism industry in terms of:
  - a. Impact on statewide total Tennessee resident tourist expenditures,
  - b. Impact on total State tax revenues generated,
  - c. Impact on total local county tax revenues generated,
  - d. Impact on total local county payroll generated, and
  - e. Impact on total statewide jobs generated.

### **3. Methodology and Results of the Study**

The following methodologies were used to collect and analyze data, and generate results of the study.

*How would post Labor Day school start dates influence the number of Tennessee residents taking summer vacations?*

A two-stage statewide survey of Tennessee residents was conducted by the University of Tennessee's Social Science Research Institute during October and November 2004. The purpose of the survey was to two-fold: 1) to investigate summer vacation patterns of Tennessee residents, and 2) to determine if summer vacations patterns would change if school start dates were after Labor Day.

A total of 1,234 randomly selected Tennessee residents over 18 years old were surveyed using a computer-assisted telephone survey and a follow-up mail survey presenting a 95% confidence level and margin of error of +/- 3%. Results of the survey indicated:

- a. 37% of Tennessee residents 18 years and older (1,713,751) took summer vacations in Tennessee,
- b. 27% of Tennessee residents taking Tennessee summer vacations (462,712) indicated they would take one additional vacation in Tennessee if schools started after Labor Day, and
- c. 13% of Tennessee residents taking summer vacations (222,787) indicated they would have extended a summer Tennessee vacation by an average of 1.5 days if Tennessee schools started after Labor Day.
- d. Summary: 462,712 Tennessee residents would take and additional vacation in Tennessee, and 222,787 would extend a Tennessee vacation if Tennessee schools started after Labor Day.

Note: Tennessee residents are based on 2006 state population estimate of 6,038,803 by the U.S. Census Bureau. The U.S. Census Bureau estimates that 23.% of residents in Tennessee are under 18 years old, and 76.7% of residents (4,631,761) are 18 years and older. (Source: U.S. Census Bureau, Available at <http://quickfacts.census.gov>.)

*How much additional tourist expenditures would be generated by Tennessee residents taking new trips and extending trips if Tennessee schools started after Labor Day?*

- a. Tourists spending generated in Tennessee from Tennessee residents taking new trips if Tennessee schools started after Labor Day is estimated to be \$121,323,288 (or \$121.32 million).
- b. Tourist spending generated in Tennessee from Tennessee residents taking extended trips in Tennessee if schools started after Labor Day is estimated to be \$68,574,032 (or \$68.57 million).
- c. Summary: Total new tourist spending by Tennessee residents taking new and extended vacations in Tennessee if schools started after Labor Day is \$189,897,320 (or \$189.89 million) (\$121,323,288 + \$68,574,032).

Note: Source for average per trip spending (\$307.80), average party size (1.9 people), and average nights stayed of TN residents traveling (1.5 nights) used in finding(a), (b), and (c) above is *The Tennessee Travel Barometer, 2006*. Published by the Travel Industry Association of America, and the Tennessee Department of Tourist Development.

*How is the new \$189.89 million in tourist spending distributed in each Tennessee county?*

- a. Table 1 shows how the new tourist spending would be distributed in each Tennessee county. This distribution is calculated using 2006 per county share ratio of state tourist expenditures as reported in *The Economic Impact of Travel on Tennessee Counties – September 2006*, by the Travel Industry Association of America, and the Tennessee Department of Tourist Development.

*How much additional state taxes, local taxes, and worker payroll would be generated by the additional Tennessee resident tourist spending?*

- a. Table 1 shows the additional state and local taxes generated by the new tourist expenditures in each Tennessee county. This distribution is calculated using the per county state and local tax ratio and payroll generated from *The Economic Impact of Travel on Tennessee Counties - September 2006* by the Travel Industry Association of America, and the Tennessee Department of Tourist Development.

*How should Table 1 be used to find the estimated economic and tax revenue impacts from Tennessee resident tourist expenditures of post Labor Day Tennessee school starts on a specific Tennessee County?*

Example: Davidson County: What is the estimated economic and tax revenue impacts of post Labor Day school starts on the Davidson County on the Davidson County travel and tourism economy?

Answer from Table 1: *If Tennessee public schools started after Labor Day, then in Davidson County, it is estimated that Tennessee residents would spend an additional \$55.47 million in tourist spending (Col. 1), generating \$2.66 million in new state tax revenues (Col. 2), generating \$1.39 million in new local Davidson County tax revenues (Col. 3), resulting in new worker incomes (payroll) of \$24.38 million (Col. 5).*

#### **4. Summary of Statewide Economic and Tax Revenue Impacts**

If Tennessee schools started after Labor Day, it is estimated that statewide in Tennessee:

- a. Tennessee residents would spend an additional \$189.89 million in tourists expenditures taking new and extended vacations in Tennessee,
- b. \$9.72 million in total new state tax revenues would be generated, (sum of all state taxes collected in 95 counties)
- c. \$5.50 million in total local – county taxes would be generated, (sum of all 95 local county taxes generated),
- d. \$72.92 million in total new worker income (payroll) would be generated, and
- e. 2,619 new jobs in the travel and tourism sector would be generated.

#### **5. Table 1: Estimates of County Specific Economic, State Tax, Local tax, and Payroll Impacts of New Spending on Tourism by Tennessee Residents if Tennessee Public Schools Start After Labor Day**

*See Table 1 Below*



Table 1: Estimates of County Specific Economic, State Tax, Local Tax, and Payroll Impacts of New Spending on Tourism by Tennessee Residents if Tennessee Public Schools Start After Labor Day

<b>(Col 1)</b> If Tennessee public schools started after Labor Day, then in this county....	<b>(Col 2)</b> This much in <b>new</b> in-state tourist expenditures would be generated per year:	<b>(Col 3)</b> This much in <b>new</b> state taxes would be generated per year:	<b>(Col 4)</b> This much in <b>new</b> local taxes would be generated per year:	<b>(Col 5)</b> This much in <b>new</b> payroll would be generated per year:
ANDERSON	\$ 1,340,475	\$ 81,351	\$ 28,459	\$ 239,476
BEDFORD	362,091	21,067	13,942	66,738
BENTON	286,256	17,453	30,193	48,967
BLED SOE	43,106	2,429	6,807	6,561
BLOUNT	3,711,092	205,146	126,001	1,011,037
BRADLEY	1,523,479	92,463	31,997	266,666
CAMPBELL	637,107	36,279	32,632	119,275
CANNON	47,379	2,947	3,253	4,937
CARROLL	219,575	13,043	8,256	32,172
CARTER	400,554	24,591	24,849	58,513
CHEATHAM	226,069	12,819	7,585	42,016
CHESTER	116,729	7,747	3,634	12,742
CLAIBORNE	198,339	11,315	14,705	35,616
CLAY	93,850	5,143	8,130	21,832
COCKE	516,433	29,659	22,688	103,745
COFFEE	880,603	51,681	22,919	165,123
CROCKETT	94,636	5,371	4,106	15,999
CUMBERLAND	1,351,403	76,327	55,954	307,579
DAVIDSON	55,474,709	2,662,456	1,399,810	24,382,554
DECATUR	149,566	8,884	26,209	21,160
DEKALB	467,527	26,240	60,733	97,401
DICKSON	659,168	38,851	15,962	121,889
DYER	489,106	29,773	11,352	87,374
FAYETTE	93,932	5,491	5,089	12,382
FENTRESS	157,436	9,134	10,515	26,162
FRANKLIN	237,215	14,525	10,983	37,774
GIBSON	433,469	27,957	12,783	54,745
GILES	280,989	17,276	12,008	43,296
GRAINGER	181,850	10,195	3,470	30,035
GREENE	996,258	60,042	26,272	172,144
GRUNDY	97,908	5,969	17,160	12,433
HAMBLEN	1,047,561	65,241	22,830	172,554
HAMILTON	10,047,514	570,813	218,854	2,371,781
HANCOCK	15,169	884	3,133	1,910
HARDEMAN	296,490	17,932	16,761	44,729
HARDIN	407,713	24,338	34,377	71,506
HAWKINS	397,988	22,692	21,718	64,656
HAYWOOD	175,425	10,840	7,650	26,531
HENDERSON	261,339	16,016	8,265	39,557
HENRY	645,116	37,004	81,534	114,813

Table 1: Tennessee County Specific Economic, Tax, and Payroll Impacts (Continued)

<b>(Col 1)</b> If Tennessee public schools started after labor day, then in this county....	<b>(Col 2)</b> This much in <b>new</b> in-state tourist expenditures would be generated per year:	<b>(Col 3)</b> This much in <b>new</b> state taxes would be generated per year:	<b>(Col 4)</b> This much in <b>new</b> local taxes would be generated per year:	<b>(Col 5)</b> This much in <b>new</b> payroll would be generated per year:
HICKMAN	85,893	4,940	8,169	13,382
HOUSTON	69,900	3,945	7,478	11,622
HUMPHREYS	398,291	20,972	25,927	79,094
JACKSON	28,795	1,759	3,501	4,240
JEFFERSON	584,458	34,673	42,238	109,915
JOHNSON	124,704	7,074	9,482	22,823
KNOX	10,792,166	568,239	255,840	3,767,347
LAKE	128,608	7,142	9,531	28,613
LAUDERDALE	196,082	11,422	15,499	27,417
LAWRENCE	480,377	29,864	12,990	75,547
LEWIS	71,494	4,086	3,407	12,036
LINCOLN	249,118	15,553	7,840	37,427
LOUDON	539,725	32,546	13,482	94,184
MCMINN	495,102	29,564	12,102	77,653
MCNAIRY	127,622	7,419	7,062	19,164
MACON	83,381	4,809	4,346	13,224
MADISON	2,108,326	123,254	44,829	423,441
MARION	396,857	23,275	14,261	69,770
MARSHALL	294,647	18,072	7,700	53,240
MAURY	1,226,278	73,939	25,315	185,168
MEIGS	89,992	5,025	11,624	16,654
MONROE	468,606	26,987	31,414	86,166
MONTGOMERY	1,996,942	123,881	37,704	355,722
MOORE	17,817	1,033	923	2,753
MORGAN	56,515	3,425	7,141	6,549
OBION	597,142	35,401	17,794	106,460
OVERTON	95,607	5,894	5,953	14,289
PERRY	79,278	4,124	20,542	11,849
PICKETT	94,497	5,237	13,649	21,487
POLK	300,990	16,640	27,450	75,496
PUTNAM	1,276,407	75,939	25,716	217,481
RHEA	384,236	22,283	25,388	71,583
ROANE	761,038	45,333	39,086	127,163
ROBERTSON	413,335	26,585	10,975	62,373
RUTHERFORD	3,150,575	190,054	66,706	549,876
SCOTT	142,086	7,804	8,306	22,991
SEQUATCHIE	81,332	4,788	5,916	12,711
SEVIER	20,538,431	1,104,372	591,558	5,159,704
SHELBY	41,665,589	1,794,862	1,153,946	27,352,116
SMITH	120,290	7,326	5,208	16,514

Table 1: Tennessee County Specific Economic, Tax, and Payroll Impacts (Continued)

<b>(Col 1)</b> If Tennessee public schools started after Labor Day, then in this county....	<b>(Col 2)</b> This much in <b>new</b> in-state tourist expenditures would be generated per year:	<b>(Col 3)</b> This much in <b>new</b> state taxes would be generated per year:	<b>(Col 4)</b> This much in <b>new</b> local taxes would be generated per year:	<b>(Col 5)</b> This much in <b>new</b> payroll would be generated per year:
STEWART	98,974	5,744	14,572	13,913
SULLIVAN	3,773,922	207,811	102,192	1,107,418
SUMNER	1,235,054	74,860	27,963	217,191
TIPTON	330,360	20,659	10,580	47,690
TROUSDALE	44,515	2,626	1,474	5,357
UNICOI	102,523	5,739	8,247	23,303
UNION	82,450	4,691	12,136	13,990
VAN BUREN	112,965	6,212	11,719	27,328
WARREN	332,999	19,767	13,196	54,997
WASHINGTON	2,579,270	151,696	59,331	481,834
WAYNE	131,871	7,600	8,300	24,165
WEAKLEY	219,227	13,150	7,322	33,162
WHITE	229,983	14,698	10,727	26,805
WILLIAMSON	3,415,836	201,046	69,243	608,885
WILSON	1,331,915	78,823	38,999	253,852
<b>TOTAL</b>	<b>\$ 189,897,018</b>	<b>\$ 9,724,045</b>	<b>\$ 5,507,579</b>	<b>\$ 72,921,513</b>

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# Do families vacation more in the summer when school starts after Labor Day?

**A STUDY COMPARING ACTUAL TRAVEL PATTERNS IN FIVE STATES**

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A collaboration of the College of Food, Agricultural and Natural Resource Sciences and University of Minnesota Extension Service



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A collaboration of the College of Food, Agricultural and Natural Resource Sciences and University of Minnesota Extension Service

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## EXECUTIVE SUMMARY

Community interests often collide when it comes to school start dates. Stakeholders interested in educational outcomes, family leisure time, and economic development each make cases about the effects of school start dates. Most debate on the issue settles on whether schools should start before or after Labor Day.

States have struggled to accommodate these competing interests, instituting post-Labor Day start mandates, repealing and reinstituting those mandates, or creating mandates but monitoring waivers.

Arguments against pre-Labor Day starts assert that families travel less when school starts earlier. However, to date no empirical evidence documents the actual number of trips that families take in both circumstances.

This study provides information about actual travel pattern differences using data on family leisure travel available from the American Time Use Survey (ATUS) – a national study sponsored by the Bureau of Labor Statistics and conducted by the US Census Bureau. The ATUS is the nation's largest effort to document how those in the U.S. spend their time. Because it is impossible to create a random treatment and control group to learn about travel patterns (school schedules cannot be randomized), ATUS data is a useful substitute. This study uses a quasi-experimental method that taps ATUS data in five states that have a mandate regulating when schools start, and examines differences in family travel across each of five years from 2005 to 2010. Due to state mandates and the variation in the date Labor Day lands each year, some states start school before Labor Day in some years and after in others. This variation creates an opportunity to compare family travel under each situation.

The study also takes the opportunity to compare the travel of families with children to that of others in the same state and calendar

year to verify whether families constrained by pre-Labor Day starts act differently than families that are not.

This study finds that:

(a) the post-Labor Day school start increases the likelihood that families report at least one trip of two or more nights away from home in the month of August or September by 50%.

(b) The likelihood of reporting such a trip in any month between (and including) May and September is 30% higher as a result of schools starting after Labor Day. This may reflect families planning ahead when they know that they won't have the opportunity to travel in late summer. The overall effect on the number of trips still remains substantial.

(c) This effect is completely absent in families without children that have statistically identical demographic (e.g. race, ethnicity, age, overall household size, urban status, etc.) and economic (e.g. income, education, home ownership, etc.) characteristics and live in the same states in the same calendar year.



## DO FAMILIES VACATION MORE IN THE SUMMER WHEN SCHOOL STARTS AFTER LABOR DAY?

Schools in the U.S. have traditionally started their academic year after Labor Day. During the 1940s and 50s, starting school in August was impractical because of high temperatures so it became natural to start school in September after Labor Day (Good, 2011). Recently, an increasing number of districts in the U.S. have been starting in mid or even early August (e.g. Denver, Colorado and Cleveland, Ohio among others). In fact, according to a survey from Market Data Retrieval, 75 percent of students in the U.S. head back before Labor Day week (Good News Magazine 2011).

School district incentives to start school early may have become stronger in recent years due to the increasing importance of standardized test scores since the No Child Left Behind Act was passed in 2001. As a result, there is now a perennial debate about whether state government should regulate when school starts. School districts cite a number of reasons to start early, including a need for flexibility for teacher training and the need for instructional time to prepare students for mandatory standardized test dates (including both state assessments and college prep tests such as SAT and ACT (personal communication, 2012).

Proponents of a mandatory post-Labor Day start argue that longer school years negatively affect family time<sup>1</sup> and the tourism economy, noting that post-Labor Day starts lead to more family summer vacation time and more predictable annual demand patterns.

In response, some states have given school start dates considerable policy attention. As of the summer of 2012, 12 states regulated school starts or enacted mandates that require schools to begin after Labor Day for at least

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<sup>1</sup> e.g. "Texans for a traditional school year", "Summer is for Families (Arizona)"

part of the past decade. Most states with mandates implemented them after 2000 and some states have repealed existing mandates (e.g. West Virginia). Groups in other states (e.g. Minnesota, Virginia) have made attempts to repeal an existing mandate with no success.



From the perspective of the tourism industry, school year start date is a public policy "bottom line" issue for several reasons. First, the hospitality industry has made significant investments in infrastructure to supply summer tourism opportunities to families who are a willing market for these opportunities. School schedules can constrain that economic activity, creating an inefficient distortion in this particular market.

Second, the hospitality and tourism industry is characterized by substantial fixed and semi-fixed costs, relative to their variable costs (e.g. Harris, 1995). Tourism industry leaders contend that having a predictable yearly schedule such as the one created by a mandated post-Labor Day start improves their efficiency. There are obvious fixed costs in buildings and infrastructure, and the industry faces high constraints in hiring and negotiating with suppliers, especially when resorts are not located near heavily populated areas. Many resorts have to contract labor seasonally and

provide room and board for workers. Unpredictable schedules make it more difficult for remote establishments to plan their use of labor and perishables (mostly food), inducing additional risk and reducing efficiency in the hospitality industry (personal communication, 2012). These barriers to efficiency are likely to affect not only the profits of many small to medium size businesses, but may also reduce consumer welfare if shifts result in higher prices or lower quality of service.

These are all valid arguments for the position that a consistent and predictable post-Labor Day school year start may generate social and economic gains. However, each of these arguments rests on one premise – that families travel more when school starts after Labor Day.

### Current State Policies and School Start Dates

Several states have mandates that do not allow schools to start classes before Labor Day. Minnesota has such a mandate, although several attempts have been made to repeal it. Recent proposals include a Minnesota House committee bill that would give schools the discretion to start classes before Labor Day (Collins, 2009). Individual schools have sometimes obtained waivers from the Minnesota mandate (e.g. Southwest Minnesota districts starting in 2010). Similarly, Virginia and Michigan mandate a post Labor Day start. In Virginia, several unsuccessful attempts have been made to repeal the law (known as The King's Dominion Mandate). The most recent attempt in 2012 failed (Huffington Post, 2012). Virginia also issues waivers from the mandate to school districts, mostly to compensate for days lost due to inclement weather conditions. Michigan signed a law to mandate post-Labor Day starts in 2005, and implemented it in the 2006-2007 school year. It was a provision sought mainly by tourism interests and the agricultural industry (The Associated Press, 2009).

Iowa has had a mandate requiring that schools start no earlier than the Monday of the week that includes September 1. However, the

State grants exceptions rather generously. Most districts get a waiver from the Department of Education to start in mid-August (Gazette, 2012). All that is required for districts in Iowa to receive the exemption is a school board vote before July 1 on the school year for which the waiver is requested. Waivers, however, have to be issued every year so the mandate may still present a barrier for districts not willing to go through administrative hurdles. In April of 2012, a bill passed in the Iowa Senate that, if passed by the house, will remove the waiver process and set a school start date of no earlier than the fourth Monday in August (Noble, 2012). The earliest start date allowed by the mandate (absent any waivers) will in most years be before Labor Day, but when Labor Day is very early in September the mandate would require a post Labor Day start.

Wisconsin requires that schools start no earlier than September 1 and issues very few waivers from the mandate. The actual start date in Wisconsin can vary between September 1 and 5 when September 1 falls on a weekend. In years when the Labor Day weekend happens to be early in September the overwhelming majority of schools in Wisconsin start after Labor Day, while in years when Labor Day is towards the end of the first week in September Wisconsin school start before Labor Day.



Several other states also mandate start dates. For example, since the early 2000s, North Carolina has required that schools start no

earlier than August 25. Arkansas requires that schools start no earlier than August 19 (18 if it is a Monday). West Virginia mandated a starting date of no earlier than August 26, until the mandate was repealed in June 2010 (Corio, 2010).

States that have made relatively recent changes in school start date policy include Texas, South Carolina, Florida and Alabama. Texas had a mandate requiring that schools start no earlier than the third Monday of August (implemented in the 1990s) but it allowed many waivers. In 2006, new legislation was enacted to set the earliest possible starting date on the fourth Monday of August and restricted the reasons under which waivers could be issued. South Carolina adopted legislation requiring that schools start no earlier than the third Monday of August beginning in the 2007-2008 school year. Florida enacted a mandate that sets 14 days before Labor Day as the earliest possible starting point for the school year beginning with the 2007-2008 school year. Finally, Alabama implemented a mandate requiring that schools start no sooner than August 20 beginning in the 2012-2013 school year.

## Testing the Assumption

The premise that families travel more with post-Labor Day starts is difficult to test, and the authors found no studies that tested the assumption rigorously. The inherent difficulty in providing a reliable estimate of how the traditional school schedule affects families rests in the lack of experimental data. If families could be randomly assigned to school schedules, their travels could be compared reliably. In reality, school schedules are affected by district or state level policies that may, in part, reflect the travel preferences of their constituents. This makes it difficult to estimate the causal effect of school schedules on travel.

A few studies have attempted to quantify the effects that a post Labor Day

school start would have on travel, and subsequently on the hospitality and tourism industry (e.g. TrippUmbach, 2006). However, these studies rely on hypothetical questions to families that do not live in areas with a pre-Labor Day school schedule asking what effect a post Labor Day start *might have* on their travel should it be implemented. Hypothetical questions may suffer from a number of well-documented biases (Murphy and Stevens, 2004). A second drawback in these studies rests in the fact that some studies only cover the period surrounding the Labor Day week. This study timing does not account for the possibility that families can take more trips earlier in the summer if the week before Labor Day is not available to them.



## Study Data

To better test the premise that pre-Labor Day starts affect family travel, this study used data from the 2005-2010 rounds of the American Time Use Survey (ATUS). The ATUS data is a strong fit for this study because respondents provide information on household travels, demographic and economic characteristics and state of residence. The ATUS is the most substantial effort to collect time diary data on U.S. households, with over 125,000 interviews conducted over its life span (2001-2010). ATUS interviewers collect data via telephone calls. The questionnaire is intended



to collect information on how and with whom respondents spent their days.

In 2005, a “trips” supplement was added to the ATUS that asked respondents whether they had been away from home for two nights or more over the month preceding the ATUS interview.<sup>2</sup> The trips supplement is equipped for studying the effects of a post Labor Day mandate on leisure travel for several reasons. First, monthly data are available, making it possible to examine travel behavior near Labor Day as well as for broader time periods. Second, even though detailed travel data were not collected, the purpose for the reported trip(s) was, making it possible to isolate leisure trips. Third, ATUS is administered to respondents who are already sampled in the Current Population Survey (CPS) which is the primary source of labor force statistics in the United States. The study took advantage of available data on family size and composition, demographic information, location of residence (state and MSA), economic circumstances and human capital that are available from the CPS about ATUS respondents. This assures that reliable demographic information is available so that similar families can be compared, as well as to discover if travel patterns of otherwise similar families with and without children respond to school start dates differently.

This study used data from all households that were interviewed at some point between June and October (therefore, asking whether any trips were taken between May and September) and that were located in states with either a mandate to always start school after

<sup>2</sup> This supplement (ATUS-Trips) was not primarily intended to collect detailed information on travel, but to adjust the regular ATUS interviews for bias. The ATUS conducts the survey by calling people at their residence. Because individuals/households involved in more travel are far less likely to be available at home for interviews, the ATUS would under-represent frequent travelers. Data from ATUS-Trips are used to adjust for such bias.

Labor Day, or another mandate that could potentially cause a Post Labor day start in some years. These states include Minnesota, Virginia, Michigan, Iowa and Wisconsin.

YEAR	POST-LABOR DAY STARTS	PRE-LABOR DAY STARTS
2005	MN, VA	MI, IA, WI
2006	MN, VA, MI	IA, WI
2007	MN, VA, MI, WI	IA
2008	MN, VA, MI, WI, IA	---
2009	MN, VA, MI	IA, WI
2010	MN, VA, MI	IA, WI

Years and states studied

Data on each state’s policy were collected from various formal (government) and public media publications (Table 1). Additionally, data on actual school starts by county for several states were collected from their respective departments of education.

Descriptive statistics on study variables as well as sample sizes are presented in table 2.

## Methods

First, the earliest date that each state’s policy would allow schools to start in each year between 2005 and 2010 was determined based on the policy language. For example, Minnesota and Virginia always start after Labor Day, so they are assumed to have started on September 6 in 2005, September 5 in 2006, September 4 in 2007, etc. As noted, in 2005, Michigan had no mandate, but joined the same schedule as Minnesota and Virginia starting with the 2006-07 school year.

A thorough search was then conducted to obtain data on actual school starts by district in each state for each year to verify that actual starts were complying with the implied start dates of the policy. The overwhelming majority of districts (with the exception of waived districts in Iowa, Virginia, Minnesota and very

few in Wisconsin) did appear to comply with the policy. Further, policies typically set earliest start dates possible but rarely regulate the latest start date. This implies that districts may choose to start later than the policy date. If a substantial number of districts did so, the policy would be non-binding and the effect of treatment weakened. The authors verified that most districts, while compliant, do start on the earliest date allowed or very close to it.

The impact of a pre-Labor Day start was then examined in a multivariate regression framework. The basic challenge that this evaluation tackles can be viewed as one of estimating household travels in “two hypothetical parallel universes” – one where all schools start after Labor Day and one where they start before. Theoretically, the interest lies in the differences between travel patterns of each individual family under a post Labor Day start, relative to what they themselves would have done if their district did not start after Labor Day. The problem is that only one of these conditions is empirically observable for each household -- either their behavior under a post Labor Day or a pre Labor Day start (depending on the state and year). It is not possible to observe the same household in both the actual and counterfactual scenario.

This study defines parents facing a pre-Labor Day start as “the treatment group”, while the control group is drawn from parents facing a post-Labor Day school start.<sup>3</sup> Ideally, these treatment and control groups would differ from each other *only* by the fact that they were exposed to a different school start schedule, and should be otherwise statistically identical. Of course, true randomization (of households into school regimes) can produce such treatment and control groups because the two groups would be statistically identical by virtue of randomization.

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<sup>3</sup> The group of parents labeled as “the treatment” as opposed to “the control” is somewhat arbitrary in this setting. Assigning the pre-Labor Day start parents as the “treatment” and post as “the control” was favored because most households in the data are persistently in post Labor-Day settings, while some switch between settings by year. Assigning the larger steady group as the control maximizes statistical power.

Absent the ability to conduct such an experiment, empirical methods are adopted that mimic this scenario as closely as possible. The concern of policy evaluation with non-experimental data is that there may be factors that are correlated with the adoption of a certain policy, such as a school start mandate, that are also independently correlated with the outcome of interest (i.e. travel in this case).

The study addressed this by holding constant anything that is unique about each state, and anything that is unique about each year in the analysis. And so, there was a 2008 and 2009 control, and these capture the average effect that 2008 conditions and 2009 conditions had on all families. (e.g., economic downturns) Then the model isolates changes in travel behavior that can be uniquely attributed to instances when families are exposed to pre-Labor Day or post-Labor Day starts – either because the rule changed (for example, in Michigan) or because the earliest possible start date happened to be before or after Labor Day that year.

The model examines differences within states by year. In years when Wisconsin goes from a post Labor Day start to another post Labor Day Start, it is expected to behave exactly like Minnesota because Minnesota always goes from post-Labor Day to other post Labor Day starts; while in years when Wisconsin transitions from a post-Labor Day to a pre-Labor Day start, its growth in travel should fall short of that in Minnesota. The model checks all such possible transitions across states and years and finds meaningful comparisons.

Finally, the survey has data on both households with children and those without. School start dates are expected to have their primary effect on households with children; households without school-aged children should largely remain unaffected.<sup>4</sup> Therefore,

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<sup>4</sup> Theoretically, the possibility for “spillover” effects exists, but it is suspected to be highly unlikely. These effects could be positive, if families without children make vacation plans jointly with families with children (e.g. Grandparents). Alternatively, vacationing may become more pleasant to households without children after school starts due to congestion.

the study estimates the same specifications as above only for households with no children. This approach adds confidence because it identifies the effect based on data from within the same state and year. The approach has been referred to as a “placebo test” (Tudde & Beaty 2012), a “difference in differences in differences” or “triple diffs” (Angrist & Pishke 2008).

If respondents report they took any trips for leisure, their case is set equal to one. If they do not, they are set as a zero. Attention was first restricted to the two months around Labor Day (August and September) then expanded to interviews that were collected in the months of May to September. Models appropriate for binary outcomes (logistic regressions) were used. Standard errors are clustered at the state level.

## Results

Among households interviewed in the months of August or September, 21 percent reported at least one trip of two nights or more in duration, while among households interviewed in the months of May to September, 24 percent reported at least one trip of two nights or more in duration in the month (Table 2).

Table 3 presents estimates of the effect of pre-Labor Day start on travel during the month of August or September for households with children. Model 1 presents a cross-sectional model with only year-fixed effects held constant; model 2 adds state fixed effects, model 3 only uses individual controls (no state fixed effects) and model 4 adds both controls and fixed effects. Marginal effects associated with logistic regressions are presented so that each estimate can be interpreted as a percentage point change from the population mean.

All four models show a negative and statistically significant impact of an early start on the incidence of trips taken in the months of August or September (row one of the tables). The estimates are very robust to the

specification used and range from 10 to 13 percentage points. This marks between a 50 and 60 percent reduction in travel likelihood relative to the sample average.

Results on the incidence of a trip for those interviewed between May and September are presented in table 4. These estimates are important because they fully take into account trips that may have been scheduled earlier in the summer because of prior knowledge of the calendar. If households are able to shift time around with ease, it is entirely possible for all trips that were foregone in August or September (documented in table 3) to have been taken early in the summer.

Indeed, estimates imply that there was some substitution from late summer to early summer in early start state-years. The estimated effect is still negative and statistically significant, but smaller in size (between 6.7 and 8.0 percentage points). This marks nearly a 30-33% reduction in travel likelihood from the sample average.

Tables 5 and 6 repeat the exercise for households with no children. The association between an early start and travel in families with no kids is zero, further validating the impact of the school start on travel among families with children.

## CONCLUSIONS

This study used ATUS (American Time Use Survey) data from five states with mandates that require schools to start after Labor Day in at least some years, along with secondary data also from the American Time Use Survey, to estimate the effect that a post Labor Day school start has on household leisure travel. This is the first study to compare actual family travel when their children’s schools started before Labor Day to that of similar families whose children’s school started after Labor Day. Variation in when schools started came either as a result of policy changes or because Labor Day coincided with different dates during each year in the study period, therefore this variation was quasi-random.

Among households interviewed in the months of August or September, 21 percent reported at least one trip, while among households interviewed in the months of May to September, 24 percent reported at least one trip in the month of the interview. The study presents strong evidence of a 10 percentage point treatment effect (equal to 50% of the sample mean) of a post Labor day start for travels taken during the months of August or September. In other words, families whose children's school started after Labor Day were 10 percentage points more likely to take a trip during the interview month than were other observationally identical families.

For Minnesota, this implies that if a mandate requiring schools to start after Labor Day were waived and districts chose to start before Labor Day, the share of households taking a leisure trip during the months of August or September would likely be cut in half. But not all of these trips would be cancelled; some would be transferred to earlier in the summer. The estimated effect of a pre-Labor Day start on the monthly probability of taking a trip for families with children interviewed in any month between and including May-September is smaller, at about 7-8 percentage points (amounting to nearly 30 percent of the sample mean).

All in all, if Minnesota were to switch to a pre-Labor Day start, the number of families taking a trip in any given summer month would drop by one third, and one in five households<sup>5</sup> with a preference for late summer travel would re-schedule it for earlier in the summer. Better knowledge about the potential impact can be weighed against all interests in this issue as school districts and policy makers at the state level weigh options.

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<sup>5</sup> The effect on August and-September travel is 50% (1 in 2 families). The effect on the overall summer is 30% (one in three families). The difference (20%) indicates that one in five households re-scheduled their trips.



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**TABLES**

**Table 1. Post Labor Day Starts by State and Year**

Post Labor Day Start		
Year	Yes	No
2005	MN, VA,	MI, IA, WI,
2006	MN, VA, MI	IA, WI
2007	MN, VA, MI, WI	IA
2008	MN, VA, MI, WI, IA	---
2009	MN, VA, MI	IA, WI
2010	MN, VA, MI	IA, WI

**Table 2. Descriptive Statistics**

	August-September					May-September			
	No Kids		Kids			No Kids		Kids	
Variable	Mean	SD	Mean	SD		Mean	SD	Mean	SD
Share reporting trips Before Labor Day	0.22	0.41	0.21	0.41		0.24	0.43	0.24	0.43
Metro not central	0.28	0.45	0.24	0.43		0.26	0.44	0.26	0.44
Metro other	0.36	0.48	0.44	0.50		0.36	0.48	0.41	0.49
Non Metro	0.21	0.41	0.19	0.40		0.20	0.40	0.21	0.41
Hispanic	0.22	0.42	0.21	0.41		0.24	0.42	0.23	0.42
African American	0.04	0.20	0.06	0.24		0.04	0.19	0.05	0.23
Other Non-White	0.12	0.33	0.08	0.27		0.13	0.34	0.08	0.27
Household Size	0.03	0.17	0.06	0.24		0.03	0.16	0.05	0.23
# of children	1.68	0.82	3.98	1.10		1.67	0.78	3.99	1.14
Age Youngest Kid			1.89	0.93				1.90	0.95
Age (Respondent)			7.63	5.31				7.58	5.31
Family Income	55.62	17.48	37.45	11.29		55.40	17.47	37.12	11.37
Years of education	2.85	1.56	2.89	1.34		2.86	1.62	2.89	1.33
Family Business Owns Home	13.66	2.79	13.92	2.92		13.54	2.78	13.82	2.94
	0.15	0.36	0.18	0.39		0.13	0.34	0.19	0.39
	0.76	0.43	0.82	0.38		0.73	0.44	0.83	0.38
N	757		770.00			1961		1928	

**Table 3. Effect of Pre-Labor Day Start on August-September Travel (Households with Children)**

VARIABLES	(1)	(2)	(3)	(4)
Before Labor Day	-0.103*** (0.030)	-0.129** (0.066)	-0.101*** (0.029)	-0.131** (0.064)
Metro not central			0.037 (0.026)	0.032 (0.029)
Metro other			0.041 (0.036)	0.041 (0.039)
Non Metro			0.013 (0.050)	0.011 (0.060)
Hispanic			-0.086 (0.062)	-0.098 (0.081)
African American			-0.028 (0.048)	-0.037 (0.054)
Other Non-White			-0.131*** (0.049)	-0.147** (0.063)
Household Size			-0.041 (0.041)	-0.047 (0.049)
Number children under 18			0.037 (0.051)	0.043 (0.053)
Age Youngest Kid			0.008*** (0.002)	0.009*** (0.003)
Age (Respondent)			-0.005*** (0.001)	-0.006** (0.003)
Ln Family Income			-0.009 (0.006)	-0.011 (0.009)
Years of education			0.022*** (0.006)	0.025* (0.013)
Family Business			0.084*** (0.027)	0.097*** (0.027)
Owns Home			0.037 (0.053)	0.041 (0.058)
Year Fixed Effects	X	X	X	X
State Fixed Effects		X		X
Observations	757	757	757	757

Marginal effects of logistic regressions presented; Standard errors in parentheses (clustered at State level); \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

**Table 4. Effect of Pre-Labor Day Start on May-September Travel (Households with Children)**

VARIABLES	(1)	(2)	(3)	(4)
Before Labor Day	-0.070*	-0.076**	-0.067*	-0.081**
	(0.038)	(0.035)	(0.035)	(0.038)
Metro not central			0.015	0.023
			(0.031)	(0.030)
Metro other			0.041	0.039
			(0.032)	(0.030)
			-	-
Non Metro			0.101***	0.102***
			(0.033)	(0.036)
Hispanic			-0.151*	-0.152*
			(0.084)	(0.090)
African American			-0.020	-0.009
			(0.043)	(0.040)
			-	-
Other Non-White			0.077***	0.077***
			(0.012)	(0.012)
Household Size			-0.014	-0.013
			(0.023)	(0.021)
Number children under 18			0.013	0.012
			(0.034)	(0.031)
Age Youngest Kid			0.007**	0.007**
			(0.003)	(0.003)
			-	-
Age (Respondent)			0.005***	0.005***
			(0.001)	(0.002)
Ln Family Income			-0.001	0.000
			(0.009)	(0.009)
Years of education			0.016**	0.016**
			(0.006)	(0.008)
Family Business			0.079***	0.074***
			(0.027)	(0.028)
Owns Home			0.072	0.071
			(0.047)	(0.048)
Year Fixed Effects	x	x	x	x
State Fixed Effects		x		x
Observations	1,928	1,928	1,928	1,928

Marginal effects of logistic regressions presented; Standard errors in parentheses (clustered at State level); \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

**Table 5. Effect of Pre-Labor Day Start on August-September Travel (Households without Children)**

	(1)	(2)	(3)	(4)
Before Labor Day	0.002 (0.015)	0.001 (0.040)	-0.012 (0.014)	0.006 (0.037)
Metro not central			-0.073 (0.055)	-0.078 (0.054)
Metro other			-0.004 (0.040)	-0.011 (0.045)
Non Metro			-0.017 (0.022)	-0.028 (0.026)
Hispanic			-0.119 (0.096)	-0.129 (0.110)
African American			-0.110** (0.051)	-0.116* (0.061)
Other Non-White			-0.072 (0.082)	-0.072 (0.087)
Household Size			0.030** (0.012)	0.032** (0.016)
Age (Respondent)			-0.002 (0.001)	-0.002 (0.002)
Ln Family Income			0.004 (0.012)	0.004 (0.013)
Years of education			0.023* (0.012)	0.023 (0.018)
Family Business			-0.115** (0.054)	-0.118* (0.068)
Owns Home			0.000 (0.057)	0.000 (0.058)
Year Fixed Effects	x	x	x	x
State Fixed Effects		x		x
Observations	770	770	770	770

Marginal effects of logistic regressions presented; Standard errors in parentheses (clustered at State level); \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

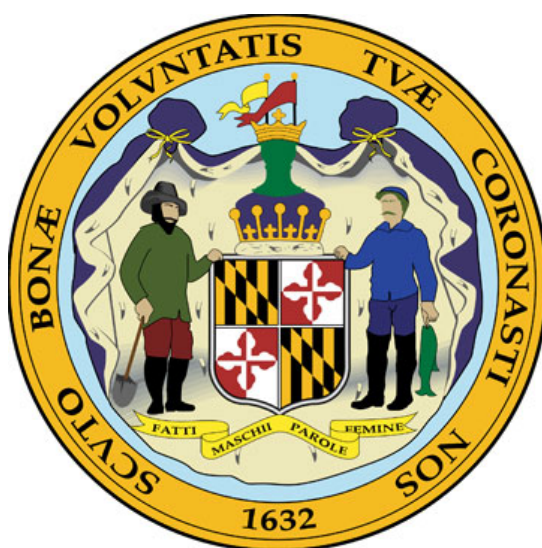
**Table 6. Effect of Pre-Labor Day Start on May-September Travel (Households without Children)**

VARIABLES	(1)	(2)	(3)	(4)
Before Labor Day	-0.004 (0.020)	0.015 (0.025)	0.024 (0.023)	0.030 (0.023)
Metro not central			-0.032 (0.024)	-0.020 (0.025)
Metro other			-0.003 (0.043)	0.016 (0.040)
Non Metro			-0.061*** (0.023)	-0.026 (0.016)
Hispanic			-0.109*** (0.033)	-0.078** (0.035)
African American			-0.092*** (0.022)	-0.073*** (0.022)
Other Non-White			-0.036 (0.044)	-0.035 (0.036)
Household Size			0.016 (0.013)	0.021 (0.016)
Age (Respondent)			-0.003 (0.002)	-0.002 (0.002)
Ln Family Income				-0.001 (0.007)
Years of education				0.020 (0.014)
Family Business				-0.041 (0.030)
Owns Home				0.007 (0.012)
Year Fixed Effects	x	x	x	x
State Fixed Effects		x		x
Observations	1,961	1,961	1,961	1,961

Marginal effects of logistic regressions presented; Standard errors in parentheses (clustered at State level); \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix VIII**



**June 2014**



**Task Force to Study a Post-Labor Day Start Date for MD Public Schools**  
**Minutes**  
**February 5, 2014**

**Welcome:** William Cappe, Chairman of the Task Force called the meeting to order at 1:01 PM when a quorum was present. Mr. Cappe welcomed Task Force members and observers to the meeting.

**Attendance:** Eleven of the nineteen members were present at the start of the meeting, with a total of twelve members being present by the end of the meeting.

**Approval of Minutes:** Mr. Cappe asked if there were any changes to the minutes as presented. One member questioned the wording of a statement on page 7 indicating it should have read that notification should be made to the members that a vote could be taken at the next meeting. A motion was made and seconded to approve the minutes with the word change. Approved minutes will be posted on the MSDE website.

**Speakers:** Mr. Cappe introduced the first speaker for the meeting.

Ryan Burbey, President Harford County Education Association:

- Mr. Burbey shared that MSEA has concerns about the proposed change in start dates for public schools.
- He gave the Task Force members a teacher's perspective on the proposed start date change:
  - ✓ First, the 180 day requirement is a floor not a ceiling, and research has shown that more days of instruction are better for learning.
  - ✓ Teachers focus on the number of days of instruction available to them in order to instructionally prepare students for state assessments. Even the few days before Labor Day give teachers an opportunity to get students into the routine of school and to observe their progress.
  - ✓ Every day of instruction is important to determine what students are ahead or behind. Teachers believe this will be more challenging if the start date is later.
  - ✓ This year teachers are in the midst of educational reform and are faced with implementing the new Common Core State Standards (CCSS), new teacher evaluation procedures and new state tests. All these reforms are being attempted at one time, and the calendar becomes critical as there are only a certain number of days for instruction and professional development with teachers having only so much time for collaboration with colleagues on teaching strategies, student progress, student behavior, and communication with parents.
- He discussed reports of the economic advantages of a later start date for schools, but he suggested it is important to also look at the vantage point of the concept of education as the engine. Schools are a social hub and have an impact on the local economy. This not only includes students but the private vendors and other school expenditures in the community.

- He noted a report published by Beacon Research, Salisbury University, which looked at the impact of education on the Eastern Shore. The report indicated that education is approximately a \$2.6 billion industry that supports 31,000 jobs on the Eastern Shore.
- He indicated that MSEA stands ready to work with the Task Force.
- Question: The Task Force is not asking schools to shorten days, hours or professional development, but to shift the calendar days and testing dates to later in the school year. Mr. Burbey indicated when a change is made to the school calendar, it changes the scope of the work. At the start of the school year teachers begin preliminary work to transition students into high, middle and elementary schools. This shift will affect those students who just entering those grades. It is also important to consider the impact on summer school and other school summer programs. Will the staff have ample time to prepare for the new school year and will students attending summer programs have a much needed break before regular classes begins?
- Question: How many days of instruction do teachers want to prepare for tests and what are the hurdles for teachers in preparing for tests? Can PARCC change dates? This year MSA has not changed but the HSAs have been moved back. The new PARCC assessments will be comprised of both pre and post tests and could include up to 4 separate tests making it more complicated for teachers and affecting the number of instructional days available between tests. At the beginning of the year, teachers assess students on their prior knowledge; teachers look at instructional blocks of time available to them which include: from the start of the school year to Thanksgiving; from Thanksgiving to Christmas; with the next large block of instruction occurring after Christmas. However, the continuity of instruction can be disrupted by snow days which can create many starts and stops.

New tests will not just involve Maryland state tests; there are 26 other states in the PARCC consortium. Our state can't ask those states to change testing dates just to accommodate our school calendar. In addition to PARCC tests there are other national tests students take that can't be changed such as AP and IB testing. It's not just a question of shifting days.

One member indicated that Garrett County, for example, is now 14 days behind in their calendar due to snow days which places students at a real disadvantage. These are days teachers can't reclaim as they are instructional days lost prior to testing. Teachers must now be concerned with PARCC, how these test scores will affect their individual evaluations, and that these scores will become part of teacher evaluations. It is difficult for teachers as they haven't even seen the tests yet. It will take a lot of work on Maryland's part to change testing dates.

- Question: Again, our number one priority is education so how much discomfort are we causing teachers and students? Can't teachers "take one for the team" in this situation? Mr. Burbey stated that teachers are always being asked to "take one for the team". Many school systems have not given teachers raises, necessary resources and much needed instructional materials. Teachers are continually told to "take it" even though they are being subject to all the new educational reforms.

Since the second speaker was not present at this point, Mr. Cappe asked if the Task Force wanted to continue the discussion. All were in agreement to continue.

Task Force members discussed that they had talked with teachers and other organizations concerning a post-Labor Day start date, and that the concept was thought to be a good idea. After Mr. Burbey's presentation, members indicated they could appreciate the teachers' points-of-view concerning what happens in classrooms. This is the first time anyone discussed the value of the instructional days in August for classroom teachers. Members discussed different types of families as some families do not return from vacation before school starts, and many families take vacations when it is convenient for them by withdrawing their students from school throughout the school year.

Another point Mr. Burbey brought forward was the idea of contiguous blocks of instructional time. The few days students are in school prior to Labor Day does give teachers the time to build classroom/school routines with students. A unified start date erodes local autonomy and could create a push back from stakeholders. Mr. Burbey suggested trying a pilot program for a post-Labor Day start date in a few key counties to determine if there are any economic effects.

It was suggested that elementary school parents complain more about school start dates than other parents. High school parents/students have August dates for the beginning of sports and other extracurricular activities.

Graduation date changes are another issue that may present a problem. Schools book outside facilities for graduation years in advance. These outside facilities' schedules are also determined years in advance, and a school start date change could place many schools in jeopardy of not being able to utilize these facilities for graduation.

One member indicated a concern that teachers are being painted as being unwilling to change or should "take one for the team", when Mr. Sparks, executive director of the Maryland Public Schools Sports Association, was not asked to do the same. Mr. Sparks had indicated at an earlier Task Force meeting that such a change would not be an easy shift for schools and their sports schedules. It was again reiterated that athletic championship dates and the venues have already established.

Mr. Cappe introduced the second speaker:

Randy Mickens, Organizational Specialist, Lobbyist, Maryland State Education Association:

- Mr. Mickens reiterated the fact that K – 12 public education has a significant impact on local and regional economies. On the Eastern Shore education is an economic driver and changes to the school calendar will affect local economies.
- Mr. Mickens also discussed the study done by Beacon, Salisbury University. He distributed information on the Beacon findings citing the benefits from expenditures by the school systems that support private sector vendors, the improvement of the

educational levels of graduates, and the ability to attract and retain families with skilled workers.

- Question: How can the shifting of 5 calendar days have a negative effect? Mr. Mickens said that in general this will not have as much of an impact but the truncation of the school year could be a factor.

**Public Comment:** Mr. Cappe announced the following:

- Joy Schaefer, President, Frederick County Board of Education, was to present today but due to weather conditions and other school obligations, she could not be present. She sent a letter to the Task Force which was read indicating Frederick County was not in favor of a post-Labor Day start date. (See attachment)
- Mr. Cappe said he has received 14 letters from local school systems and boards of education (copies provided to task force members) that mirrored Ms. Schaefer's comments. He read who had submitted letters: Ms. Tishia Edwards, Interim CEO, Baltimore City Public Schools; Dr. S. Dallas Dance, Superintendent and Mr. Lawrence E. Schmidt, President of the Board, Baltimore County Public Schools; Ms. Dawn K. Branch, President, Cecil County Board of Education; Dr. Kimberly A. Hill, Superintendent, Charles County Public Schools; Mr. Philip L. Bramble, President, and Dr. Henry V. Wagner, Jr., Superintendent, The Board of Education of Dorchester County; Mr. Thomas A. Carr, Rodney A. Reckart, Cynthia Downton, Charlotte A. Sebold and Matthew Paugh, Board Members, Garrett County Public Schools; Dr. Janet S. Wilson, Superintendent, Garrett County Public Schools; Ms. Kathryn B. Groth, President, Maryland Association of Boards of Education; Dr. Carol A. Williamson, Superintendent, Queen Anne's County Public Schools; Dr. Michael J. Martirano, Superintendent, St. Mary's County Public Schools; and Dr. John B. Gaddis, Interim Superintendent, Somerset County Public Schools.

Prior to this meeting a Task Force member had asked Mr. Cappe if Dr. Martirano could supply the Task Force with an example of St. Mary's school calendar with a post-Labor Day start date that Dr. Martirano alluded to in his January 7, 2014 presentation to the Task Force. Dr. Martirano, however, when asked for the document said he had not created such a sample post-Labor Day calendar. It was asked if all the letters from local school systems had been generated by this request to Dr. Martirano. Mr. Cappe indicated that these letters were submitted by these individuals as part of public comment and to his knowledge had nothing to do with the request to Dr. Martirano.

**Review of Materials:** Ms. Spross discussed the packet of information given to each Task Force member and that the materials included address members requests for further information. The packets are set up in sections:

- The first section includes local newspaper articles addressing the January 7, 2014 Task Force meeting, Howard County school calendar, and weather related issues for schools in Maryland.
- The second section highlights inclement weather days used by school systems between December 2013 and January 2014.

- The third section provides research on state laws and school start dates across the country.
- The fourth section provides further information on states that had been discussed by Mr. Tom Noonan, President/CEO, Visit Baltimore, and includes articles concerning Texas, Virginia, Wisconsin, and Minnesota.
- The fifth section is information on the increase in Maryland hotel occupancy rates for 2012.

## **Group Reports:**

### ***Group 1:***

- Not all members are in agreement
- Approximately 89% of school facilities across the state have air conditioning. The group reviewed Baltimore City which has the lowest number of air conditioned facilities at 53%. The group is not sure if this is a “fix issue” for the City or that the schools are not air conditioned. The group discussed giving that jurisdiction an opt out of any mandate; they would give Baltimore City until 2017 to have 75% of facilities air conditioned. It was discussed if other districts should be able to opt out also.
- The subgroup liked summer school enrichment opportunities available.
- Mocked out a calendar to see how a post-Labor Day start would look. It is doable with everyone getting out at a reasonable time. The fiscal year ends June 30<sup>th</sup>; therefore, everyone needs to have the school year completed before June 30<sup>th</sup>.
- Local school districts and unions have different professional development times for teachers, and this will be provided through calendar autonomy.

### ***Group 2:***

- Struggled with concept of economy and tourism and how to separate the two.
- Looking at other states as well as Maryland in relation to sales tax and income tax.
- Economic importance comes back to tourism across the state: for example state and county fairs, state parks, battlefields, summer jobs, farming, 4H, and the horse industry.
- Asking for input from this group – what have we missed? For example Montgomery County is a bedroom community for Washington, D. C, but what about agrarian interests in western Maryland and the eastern shore. The group will talk with the Farm Bureau, wine industry and micro-breweries.
- A member asked if the group considered the fiscal impact of the comptroller’s study. The group is requesting more information from the comptroller’s office that wasn’t included in the report.

### ***Group 3:***

- The group is using the comptroller’s report and is reaching out to other tourist attractions like 6 Flags, Orioles, and the Aquarium. They are asking the comptroller’s office for additional information also. It appears tourism numbers do go down in August.



- Gaming does affect education but this has not been fully realized as all casinos are not fully operational. Until there is routine data for all casinos it is difficult to determine what is seasonal. There have been declines at Arundel Mills, Ocean Downs, and Perryville.
- Group is looking at King's Dominion and the King's Dominion rule in regard to opting out for weather concerns.
- Question was asked – what are the top 10 tourist attractions in Maryland. Discussion on defining “top” when looking at attractions or destinations – how do you measure the top 10 attractions?

**Further discussion:**

- Question was asked if we could reduce down to 5 - 8 hurdles or objections from the different groups the Task Force has heard from concerning a post-Labor Day Start date? For example – test dates, so that the Task Force could give recommendations to address such hurdles. Mr. Cappe suggested that members send him their list of hurdles and he would disseminate to the group for their consideration. It was asked if the members could share information via the Internet. Mr. Cappe and Elizabeth Kameen, Esq., Principal Counsel, MSDE, said that the Opening Meetings Act requires that all business needs to be open to the public, and online discussions would not facilitate that.
- Motion made (Harrison) and seconded (Benda): the Task Force recommends a school start date no earlier than August 25, a school end date no later than June 10, with the establishment of a waiver process if there is an exceptional number of weather related days.

***Discussion:***

- This is a compromise that allows for flexibility but concern was voiced about a stop date and what the waiver process would be.
- A waiver process should allow all districts to factor in the weather to maintain the required 180 days.
- By establishing August 25 as a start date, tourism receives an extra week, and school districts will not feel that a later start date is being forced on them. August 25 is a reasonable date.
- Some members are uncomfortable with an end date due to the need for flexibility by all local school systems. This could put school districts in a bind as some things are not within their control. We should be more forgiving at the end of the school year. We do not want to undermine the 180 day school requirement and this should be reflected in the motion. We don't want to make it too strict for school districts. A waiver process may not be fair to all local school systems. We need a reasonable approach that takes everything into consideration. The sponsor of the motion indicated that the 180 day requirement was implied in the original motion and that he would amend his motion to include the requirement.
- The waiver process and end date were discussed in terms of how it would affect charter schools because those schools may have different calendars. Also, there is a state process for waiving school days.

- Members were concerned about the compromise for an August 25 start date. This compromise of moving the start date to August 25 one week prior to Labor Day could result in the legislature enacting legislation with a different outcome than what the Task Force suggests. Some members thought the motion should be amended to have no waiver or end date, and it was asked if the motion could be amended to remove the end date of June 10 and the waiver process.
- It was discussed that recommendations or a vote should not be taken at this time since not all members were present due to today's weather conditions. One member reiterated that a vote was discussed at the last meeting, and there has not been 100% attendance at all meetings.
- It was suggested that it is better not to have a vote today and come back with a very strong recommendation. It is important to have a high quality product that addresses all hurdles – education, tourism, and economy – and that the product be as strong as possible.
- The Task Force report will reflect the opinion of the members and their votes, and it will take work to develop a good report. It was discussed that there could be a possible problem in years when Labor Day is later than the first weekend in September. It is important to have the full force of the Task Force behind any recommendations and vote.
- We need to make a recommendation that is the best we can produce. The legislature will do with it what it wants. Our best interest is to go with the August 25 date. We have until June 30 to complete the report.
- The question was asked who could vote on the Task Force; Mr. Cappe indicated only he could vote as chairman and not Ms. Spross or Dr. Angelis.
- Is it a moot point to wait until March to vote? If we don't vote sooner than later, the legislature will not be able to act until the 2015 session. The legislature ends April 7, 2014. It was suggested that a good report would be more favorable for the next sponsor of legislation to move forward with the recommendations of the Task Force.
- The Task Force can either vote on the motion with amendments or we can table the motion for further discussion. The sponsor withdrew the motion.
- A question was asked about absenteeism and Task Force members voting by proxy. Ms. Kameen, said there is nothing in the statute or bi-laws about such a procedure; therefore, it is not allowed. The Task Force needs a quorum of members to vote on a motion.
- The March agenda will reflect a time for motions and everyone is encouraged to attend.

A motion was made and seconded to adjourn the meeting at 3:45 PM.

Respectfully submitted,



Kristine Angelis, Ph.D.  
Administrator

## BOARD OF EDUCATION OF FREDERICK COUNTY

191 South East Street  
Frederick, Maryland 21701

Joy Schaefer

Telephone 301-696-6850

President

FAX 301-696-6950

February 5, 2014

Mr. William Cappe, Chair  
Ms. Sarah Spross, Co-Chair  
TASK FORCE TO STUDY A POST-LABOR DAY START DATE  
FOR MARYLAND PUBLIC SCHOOLS  
c/o State Department of Education  
Division of Educator Effectiveness  
Nancy S. Grasmick State Education Building  
200 West Baltimore Street  
Baltimore, Maryland 21201-2595

Dear Mr. Cappe and Ms. Spross,

Thank you for your service and work on this issue. I had hoped to attend your February 5<sup>th</sup> meeting to give public comment. Unfortunately, I have to attend a meeting in Annapolis at the last minute and am unable to attend. Instead, on behalf of the Board of Education of Frederick County, I would like to take the opportunity to submit written comment regarding your work.

We feel strongly that dictating the start date for school systems statewide would pose a host of challenges for many school systems in providing adequate instruction in the face of more rigorous and complex learning standards. We also contend that setting a statewide start date would eliminate the flexibility for local schools to meet the unique needs of the communities they serve, and encroach on local autonomy and local governance.

### **The School Calendar as an Instructional Tool**

Traditionally, developing the academic calendar is one of the most difficult tasks we take on each year as a school board. We have a good deal of limitations and requirements that we must first take into consideration, including the required 180 days of instruction, mandated federal and state holidays, as well as the dates designated for the administration of required performance assessments and exams that fulfill graduation requirements.



Currently, with the adoption of the new Common Core State Standards (CCSS), our students face increased rigor in the classroom. Our teachers juggle meeting individual learners' needs while mastering new content and developing new curriculum. Teachers and school system staff must acquire an understanding of the new state assessments and how to use the resulting data to drive instruction.

In order to meet the expanding needs of our students, educators must take a hard look at our traditional calendar. Now more than ever, the calendar plays a critical role in promoting student growth and achievement, supporting our teachers in helping students reach their full potential, and in providing the time needed for effective and meaningful teaching and learning.

**Local Governance and Accountability**

Our Board feels strongly that local control and decision-making authority is the best way to monitor and improve student performance, allocate and marshal resources effectively and efficiently, and ensure accountability. As the local authority, we are accountable for our students' performance and progress. As such, we must have the flexibility to address each student's unique learning needs.

Our communities have unique needs as well. The local authority is the best entity to conduct public engagement that is best able to protect local tradition, values and priorities. Frederick County is an agricultural county and is culturally and economically different from many of Maryland's diverse counties across the state. Our school calendar reflects our county's singular identity.

Taking into consideration these issues, we respectfully ask that the task force keep in mind the importance of allowing local school districts to retain their ability to determine what is best for their students, families and communities by allowing us to make the most basic decision regarding the school calendar – what day will be our students' first day of school.

Sincerely,

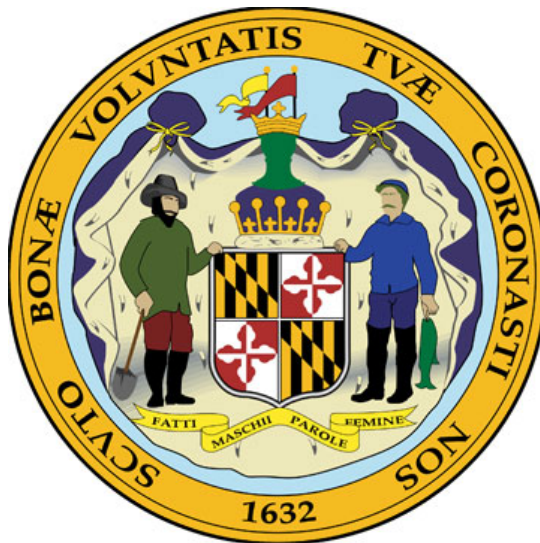
*Signed by Joy Schaefer*

Joy Schaefer  
President

c: Members, Board of Education  
Dr. Theresa Alban, Superintendent  
Members, Frederick County Delegation to the General Assembly  
Frederick County Board of County Commissioners

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix IX**



**June 2014**

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Materials of Interest February 5, 2014 Meeting**

### **Materials of Interest by Speaker**

**Mr. Ryan Burbey, President, Harford County Education Association**

**Mr. Randy Mickens, Organizational Specialist, Lobbyist Maryland State Education Association**

### **Various Newspaper Articles Concerning Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

**“Lowery says school districts need autonomy on start of school year,” Baltimore Sun, January 7, 2014**

Article reports that Dr. Lillian Lowery, stated at the January 7<sup>th</sup> Task Force meeting that local school systems (LSS) should be allowed to determine when to start their school year calendar. She further indicated that LSSs currently have the autonomy to determine when to begin their school year based on the unique needs of their communities and that no one precludes LSSs from starting after Labor Day. She further indicated that today’s weather illustrated the unique needs of Maryland’s twenty-four 24 LSSs; 1/3 of the schools were closed, 1/3 of the schools were delayed, and 1/3 of the schools were open. Dissenting opinions indicated that pushing the start date back would benefit tourism and education through tax revenue; that it was about money. Finally, the article indicated that if the Task Force members support a post Labor Day start date, Del. Healy is ready to sponsor that measure.

**“Critics questions proposed Howard school calendar,” Baltimore Sun, January 10, 2014**

Article provides information regarding the proposed changes to Howard County Public Schools Calendar Changes for the 2014-2015 school year. Parents and teachers are upset with the proposal to eliminate two (2) half days before the Thanksgiving break and moving parent teacher conferences earlier in the month. Furthermore, this calendar change was not what the calendar committee, comprised of more than three (3) dozen administrators, teachers, and community members, had recommended. A Howard County school system spokesperson indicated that attendance data from 2012, which indicated that about ten (10) percent of the student population was absent on the half days, was used to make this decision.

**“Baltimore-area school districts running out of school days,” WBAL-TV, January 22, 2014**

News clip highlighting the possibility of LSSs needing to extend their school calendars to meet the 180-day requirement. Counties mentioned included:

Anne Arundel County: Has used all four (4) of its snow days. Any more school closures will mean a longer school year.

Baltimore County: Has used four (4) of its seven (7) snow days

Carroll County: Has used four (4) of its five (5) snow days

Harford County: Has used four (4) of its seven (7) snow days

Howard County: Has used four (4) of its five (5) snow days

Baltimore City: Does not build in snow days to the calendar. The school system just tacks days onto the end of the year. Baltimore City Public Schools have used five (5) snow days.

**“Let’s stop whining about school snow closures,” The Washington Post, January 23, 2014**

Article reports that some Washington area school districts are under criticism for closing schools as a result of recent snow storms. Many feel that school closures were unnecessary. It is reported that school systems don’t like closing schools as it creates huge scheduling problems. These decisions are made for the safety and well being of students.

**“Days after the snow, school delays continue,” The Washington Post, January 23, 2014**

Article reports that several suburban school systems are continuing to open two (2) hours late because of icy roads and frigid temperatures. Prince George’s County Schools were quoted as choosing to err on the side of caution.

**“Schools out again, but just wait until June,” The Star Democrat, January 23, 2014**

Article reports that Talbot, Caroline, Kent, and Dorchester Counties are closed again with many of the mid-shore counties having had the entire week off due to a combination of weather and the Martin Luther King holiday. Article indicates that many students may not be so happy about this time off come the summer when many LSS calendars will need to be extended to meet the 180-day requirement. Counties mentioned include:

Dorchester County: Five (5) snow days are built into the calendar with the school year ending on June 10, 2014. Including today (1/23/14), the system has used six (6) days. Any additional days will extend the year past June 10<sup>th</sup>.

Talbot County: There are zero (0) days built into the calendar for snow days, therefore, as of today (1/23/14) the end of school has changed from June 10<sup>th</sup> to June 18<sup>th</sup>.

Queen Anne’s County: Has used four (4) of its five (5) snow days. In the past when the school system has used more days, they usually give up scheduled days off such as Presidents Day, spring break, and Memorial Day to make up the difference.

Caroline County: Has used four (4) snow days. Any more snow days and the school year could possibly extend into the week of June 16<sup>th</sup>. A final decision about the last day of school is usually made in late March or early April.

**Chart, December 2013 and January 2014 Inclement Weather Days**

This chart provides information for each LSS regarding the original closing date, the number of days built into their calendars for inclement weather, and the number of days each LSS has been closed in December and January of this academic year.

**Calendar Information Regarding School Year Start Dates Across the United States of America**

**2011-2012 School Start Dates Map**

This map indicates the following:

- States where majority of schools begin prior to August 15<sup>th</sup> : **Eleven (11) [one (1) with enforced law]**
- States where majority of schools begin August 16<sup>th</sup> to August 31<sup>st</sup> : **Thirty (30) [five (5) with enforced law]**
- States where majority of schools begin September 1<sup>st</sup> or later: **Nine (9) [four (4) with enforced law]**
- States with **Actively Enforced** School Start Date Law: **Ten (10)**

## **States with School Start Date Laws – Updated July 31, 2012**

Document lists the states that have school calendar laws and provides a brief summary of each law. Please note that there are five (5) more states listed on this document than indicated on the map. This discrepancy is because two (2) of the five (5) have waiver provisions that are widely used, thus the law is not actively enforced; one (1) does not go into effect until the 2014-2015 school year and does not allow a school to start before the 3<sup>rd</sup> Monday in August; another one requires all schools to start on the same day and that date is set by the State Department of Education and that state starts before August 15<sup>th</sup>; and the last state just enacted the “Flexible School Calendar Act,” which states that schools may not begin earlier than fourteen (14) days before Labor Day.

## **Required School Days, Instructional Hours Required Yearly and School Start Dates**

For purposes of this Task Force, members should pay attention to the final column which provides data for each state on the 2011-2012 Start Dates per market Data Retrieval. This column is broken down into three subcategories for each state: percentage of schools that start prior to August 15<sup>th</sup>, percentage that start August 15<sup>th</sup> – August 31<sup>st</sup>, and those that start after September 1<sup>st</sup>. It is the supporting data for the aforementioned map.

## **Follow Up to State Calendar Requirements in States Reported on in Documents provided by Mr. Thomas Noonan, CEO, Visit Baltimore**

At the end of the January 7, 2014 meeting, one Task Force member questioned the accuracy of the Texas report provided by Mr. Noonan, indicating it was her understanding that Texas schools had one of the earliest start dates in the country. As a result, the following documents have been provided to give clarification on the current regulatory requirements for each of the states mentioned in the reports shared.

### **Report Title: “An Economic Analysis of the Changing School Start Date in Texas”**

Report Date: **December 2000**

**State(s) Studied:** Texas

**Report Conclusion:** Uniform School Start Date for Texas was recommended

**Current Regulations Require:** “School District may not begin instruction for students for school year before the fourth Monday in August.” Exceptions include: beginning instruction before the fourth Monday in August if the district operates a year-round system. There are several caveats pertaining to school enrollment, financing with local funds at multiple campuses, multiple campuses undergoing comprehensive reform; and a majority of students at multiple campuses are educationally disadvantaged. (Regulations included in packet)

### **Report Title: “South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries: An Analysis of Economic & Tax Revenue Impacts”**

Report Date: **August 2002**

**State(s) Studied:** South Carolina

**Report Conclusions:** Earlier school start dates have been associated with lower tourism activity in August and schools are incurring higher utility costs in August.

**Current Regulations Require:** “...opening date for students must not be before the third Monday in August except for schools operating on a year round modified calendar.” (Regulations included in packet)

**Report Title: "Impact of a Uniform School Year on Florida's Economy"**

Report Date: **January 2003**

**State(s) Studied:** Florida

**Report Conclusions:** It was determined that there was not any currently available data that indicated starting schools later would benefit the state's economy and the committee recommended against enacting uniform school start date or calendar at this time.

**Current Regulations Require:** "...opening date for schools in district may not be earlier than fourteen (14) days before Labor Day each year." (Regulations included in packet)

**Report Title: "Post Labor Day School Start Dates in Tennessee: An Analysis of the Economic and Tax Revenue Impacts on Tennessee Travel and Tourism Industry"**

Report Date: **January 2008**

**State(s) Studied:** Tennessee

**Report Conclusions:** It is anticipated that extending the summer would generate \$189 million in tourist spending, \$73 million in statewide payroll, and create more than 2600 jobs.

**Current Regulations Require:** No regulatory requirements

**Report Title: "Do families vacation more in the summer when school starts after Labor Day?"**

Report Date: **July 2012**

**State(s) Studied:** Minnesota, Virginia, Michigan, Wisconsin, Iowa

**Report Conclusions:** Findings indicated families were 50% more likely to take a two (2) night or more trip in August or September if there was a post-Labor Day start date.

**Current Regulations Require:**

- **Minnesota:** "...a district must not commence an elementary or secondary school year before Labor Day..." Exceptions include: districts can begin before Labor Day to accommodate construction projects of \$400,000 or more; if the district has an agreement with a district that qualifies under the construction clause; or if the district agrees to the same schedule in an adjoining state. (Regulations included in packet)
- **Virginia:** "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 law includes a waiver if the district can certify that it meets one (1) of the four (4) good cause requirements. The good cause requirements include: weather related instances, an instructional program being offered is dependent upon a program in another district that qualifies for a waiver; school district is providing an innovative or experimental program; or a school district is surrounded by other districts that are opening before Labor Day. (Regulations included in packet)
- **Michigan:** "...Schools are prohibited from holding classes before Labor Day." Exceptions include year round programs; intermediate programs that meet certain requirements; and public high schools that operate grades 6-12 at a single site that aligns its curriculum with Advanced Placement courses and ends its second semester concurrently with the Advanced Placement exams. (Regulations included in packet)

- **Wisconsin:** "...No public school may commence the school term until September 1." The school board of a district may apply for a waiver for extraordinary reasons. (Regulations included in packet)
- **Iowa:** "...school shall begin no sooner than a day during the calendar week in which the first day of September falls but no later than the first Monday in December. However if the first day of September falls on a Sunday, school may begin on a day during the calendar week which immediately proceeds the first day of September." (Regulations included in packet )

## **Articles Related to Each of the States Mentioned in the Reports Provided by Mr. Thomas Noonan, CEO, Visit Baltimore**

### **TEXAS**

#### **"Texas schools' later start means big savings on utilities," Pearland News, August 21, 2008**

Article reports that in the first year since a delayed start date, schools have saved millions in August utility bills. School system representatives say some of the savings were erased by extra days in May and June but did not provide figures. Texas Association of School Boards believes that each school district should have a say in setting its calendar. Others argue that school calendars should be driven by academics, not finances..."

#### **"School Start Dates," Texas Association of School Boards, Governmental Relations 2012**

Article summarizes the over two (2) decades long debate the Texas legislature and school districts have been having concerning the authority to set the school year calendar. School districts want to begin in early August to maximize instructional days before statewide assessments, and the tourism industry wants to postpone the start to after Labor Day to maximize summer tourism and student workforce availability. Over the past two (2) decades, the law has continued to flip flop back and forth. It is anticipated that with new assessment and accountability requirements, the legislature will have to look at the positive and negative effects of a late August start date again.

### **SOUTH CAROLINA**

#### **"School start date has no bearing on tourism," the Gaffney Ledger, February 18, 2013**

Article reports that the uniform start date for public schools that went into effect in 2007 has not increased tourism according to a study completed by the Olde English Consortium. That study reported that the occupancy data showed "little correlation exists between school start dates and hotel occupancy in the summer months, and is a net negative." The Executive Director further stated, "We believe that the start dates of schools have no bearing on the strength of the tourism industry and that elected school boards should make that decision representing their community." The report further indicated that the law was changed to boost tourism with little concern for its impact to the students.

## **MINNESOTA**

### **“Area Boards Want State OK to Start School Before Labor Day B.P Smith, Lawmakers Back Early Start to Improve Academics,” Belle Plaine Herald, January 28, 2014**

Article reports that a group of Minnesota school districts are pushing for legislation to permit them to begin before Labor Day. They believe students would benefit academically from the increased time in class to improve their academic performance and prepare for statewide exams. Smith supports a district’s right to start school year as it sees fit and not by a formula that was partially rooted in an agrarian tradition. Furthermore, Senator Kevin Dahle was quoted as saying, “I believe local school districts, with community input, should have the final say in those decisions.” Others also have indicated that they believe at-risk students will significantly benefit academically from an earlier start.

### **“Minnesota’s school start date spurs fights,” Star Tribune, January 20, 2013**

Article reports that more schools across Minnesota are petitioning to begin their school year before Labor Day. This action is causing dissent between the tourism industry and the school leaders who want students to have more academic time to prepare for state and national exams. Fifty-nine (59) school districts have won approval to have one or more of their schools start before Labor Day that is up from twenty-one (21) in 2003. Edina Superintendent was quoted as saying, “being locked in an agrarian calendar is not going to serve our state well, I recognize the value of tourism. But we have to put our kids first.”

## **VIRGINIA**

### **“VA. Senate panel protects post-Labor Day school law,” The Roanoke Times, February 14, 2013**

Article reports that the Senate Education and Health Committee rejected two (2) House Bills that would have allowed school districts to determine when their school calendar can begin. It was reported that this year, seventy-eight (78) of Virginia’s one hundred and thirty- two (132) or 59% school divisions have waivers to open school before Labor Day.

### **“Delegates offer new approaches to Labor Day school Debate,” Richmond Times Dispatch, Monday, February 3, 2014**

Article reports that two delegates have offered alternative paths to give schools flexibility from Virginia’s mandate that schools start classes after Labor Day. The House Education Committee advanced three (3) proposals with two (2) taking a very different approach to flexibility. These proposals include:

- 1) Allowing schools to set their own start dates but requires LSSs to give students a five-day weekend for the Labor Day holiday;
- 2) Allowing schools the option to shift to a year round calendar; and
- 3) Allowing a division to open a school early if that school has failed to achieve full accreditation, the entire division could set its own calendar if more than 15% of all of its school have failed to achieve full accreditation



## **WISCONSIN**

### **“Lawmakers Propose Changes in Mandatory School Start Law,” WUWM News Radio, June 26, 2013**

Article reports that some Republican lawmakers want public schools to set their own start dates. Rep. Jim Ott indicated that, “current state mandate means public schools hold classes well into June when students can miss out on jobs and camps.”

Furthermore, he indicated that school superintendents are requesting to have the flexibility to determine their school calendars. Those against this change come from Wisconsin’s tourism community expressing concerns over lower restaurant sales and fewer family vacations.

### **Neighborhood News Service Milwaukee, September 16, 2013**

Article reports that Milwaukee Public Schools and districts across the state are supporting bills to allow school districts to begin their school year before September 1<sup>st</sup>, pitting the tourism industry against the school systems. School system officials believe that students need more academic time to prepare for state and national tests. Tourism supporters argue that there has been more valuable family time, more tax revenues, and more seasonal jobs for students. Seventeen (17) school districts won state approval to start school prior to Labor Day.

## **Information Regarding Maryland Occupancy Rates**

### **“Maryland hotels improve revenue, occupancy rates in 2012,” The Baltimore Business Journal, March 28, 2013**

Article reports that the Maryland Office of Tourism Development indicated that Maryland hotels and inns saw more business in 2012. Lodging revenue across the state increased 3.4% in 2012 and the demand for rooms increased 1.3%. Washington County made the largest gains with a 9.3% increase in room demand, 12.1% increase in room revenue, and 11.1% increase in hotel occupancy. Allegany, Calvert, Charles, and Montgomery Counties were the only ones that saw drops in demands for rooms.

## **Lowery says school districts need autonomy on start of school year**

### **Superintendent doesn't want statewide mandate to start after Labor Day**

January 07, 2014 | By Joe Burris, The Baltimore Sun

[http://articles.baltimoresun.com/2014-01-07/news/bs-md-ar-labor-day-start-20140107\\_1\\_labor-day-task-force-school-districts](http://articles.baltimoresun.com/2014-01-07/news/bs-md-ar-labor-day-start-20140107_1_labor-day-task-force-school-districts)

Maryland State Superintendent of Schools Lillian Lowery said Tuesday that school districts across the state should be allowed to determine for themselves when to start classes after summer break, whether it's before or after Labor Day.

Lowery said districts now have the autonomy to start the school year when they see fit and she doesn't want a statewide initiative mandating a post-Labor Day start for all districts.

The superintendent spoke in Anne Arundel County at a meeting of a task force considering starting the school year after Labor Day. The Task Force to Study a Post Labor Day Start Date was created by Gov. Martin O'Malley and the General Assembly during last year's Annapolis session to study whether the tourism industry would get a boost if public schools start after Labor Day.

Greg Shockley, chairman of the Maryland Tourism Development Board, said pushing back the start of school would not only benefit tourism, but also education through tax revenue.

"It's about money," said Shockley, owner of Shenanigan's Bar & Grille in Ocean City. "I know you're reluctant to tinker, just as I'm reluctant to tinker with my business, but sometimes you have to take that step."

State school districts must have 180 days of instruction and include certain holidays on the school calendar. Though districts in Maryland can choose to start after Labor Day, none currently do.

The task force meeting at the West County branch library in Odenton was held a day before the start of this year's legislative session — and on one of the coldest days on record in the state. Lowery said school openings Tuesday illustrate the need to give districts autonomy: About one-third of schools were open, one-third had delayed starts and one-third were closed.

"That was a local decision, and they had to look at the needs that were unique to their counties before making a decision," Lowery said. "No one precludes anyone from making a decision to open after Labor Day. ... We believe that the local jurisdictions should have the flexibility to make those decisions."

Members of the task force include Del. Anne Healey of Prince George's County and Sen. James Mathias, who represents Somerset, Wicomico and Worcester counties. The two Democrats had pressed the tourism issue during the 2013 session. Healey had sponsored legislation calling for a statewide post-Labor Day start, but lawmakers chose instead to form the task force.

The group is slated to submit its final report in June, but Healey said the work could be wrapped up as early as February, which would allow legislation to be crafted for the 2014 legislative session, which runs until April 7.

If the task force supports changing the statewide start date to after Labor Day, Healey said, she's ready to sponsor a measure.

"If the task force supports it, then I would be happy to move forward," she said.

www.baltimoresun.com/news/maryland/howard/ellicott-city/ph-ho-cf-school-calendar-0116-20140110,0,3692409.story

**baltimoresun.com**

## Critics question proposed Howard school calendar

By Sara Toth, [stoth@tribune.com](mailto:stoth@tribune.com)

3:05 PM EST, January 10, 2014

A proposed change in next year's Howard County academic calendar has some teachers and parents riled, and they came to the Board of Education Thursday, Jan. 9 to criticize the plan. advertisement

Last month, Howard County Public School System central office staff put forth Superintendent Renee Foose's proposed 2014-15 calendar. For the first time in years, the proposal eliminates two half-days before Thanksgiving break and moves fall parent-teacher conferences to earlier that month. As a result, there would be only 13 instructional days in November, and only one full, five-day week.

That's not what the committee of more than three dozen administrators, teachers and a community members had recommended, said teacher and calendar committee member Bernadette Bechta.

In Foose's proposal, students would have the Monday and Tuesday of the first two weeks of November off — the first two for professional development and Election Day, and the second week for full-day parent-teacher conferences. They would have the Wednesday before Thanksgiving off, as has historically been the case, but instead of two half-days on that Monday and Tuesday before Thanksgiving, they would be in school the entire day.

The committee's proposal has students off school the first Monday and Tuesday in November as well, but keeps parent-teacher conferences on two half-days before Thanksgiving break.

Bechta tried to deliver an independent committee report during the appointment slot in the agenda for the Howard County Education Association, but was shut down by Board Chairwoman Ellen Giles because a public hearing was scheduled for the same evening on the same topic.

Four teachers yielded their three-minute allotment to Bechta so she could deliver her report, outlining the importance of half-days to teachers and the flexibility those conference days offer parents.

Bechta said she found it "bothersome" that Foose and her cabinet did not include the committee's recommendations in the proposal. Foose said the priorities in her proposal and those of the committee were "of course" the same, and deferred further questions to Caryn Lasser, the system's coordinator of strategic planning and chair of the committee.

"Everyone was looking at what was best for the students," Lasser said. "Our priorities were to meet the instructional needs of our students. That is at the center of the academic calendar."

Lasser said the committee was an advisory one, and she had made it clear to committee members that there was "no guarantee" that there would not be differences between their recommendations and Foose's.

A full or half day off of school can make it "miserably difficult" for parents to find child care for their

students, said Judy George, and if a full day of conferences means those meetings can't take place at night, that's another problem.

"I want you to understand we really need that later time," she said. "I can't afford to take time off in the middle of the day. ... I want you to know how difficult some of these proposals are on normal people."

Giles said that even with conferences during the day, parents could still meet with teachers during the evening, but teachers in the audience said that would be unlikely. Besides, Bechta said, half-days are crucial to teachers, who use the time to grade midterms.

A key factor in deciding to eliminate as many half-days from the schedule as possible, Lasser said, was absenteeism.

In 2012, 3,611 students were absent from the half-day of school on the Monday before Thanksgiving. The very next day, 5,405 students were absent — about 10 percent of the entire student population, Lasser said.

"We looked at the data," she said. "From the parents on the committee, we learned they were much more likely to send their kids on a full day. They would be less inclined to pull their kids out on a full day rather than a half-day."

Another factor, Lasser said, is the availability of pre-kindergarten and RECC programs, which can't be offered on half-days. Eliminating half-days means those programs could be offered more consistently.

The board votes on the proposed academic calendar Thursday, Jan. 23.



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# Baltimore-area school districts running out of snow days

## *Anne Arundel County schools use all built-in snow days*

UPDATED 10:43 AM EST Jan 23, 2014

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### **BALTIMORE -**

Some students are probably getting a little worried about the school year running into their summer break.

All of the local school systems have used at least four snow days so far this school year.

[Check the status of your school closing here.](#)

Crews are out in force trying to make sure area schools will be open for business on Thursday.

WBAL-TV 11 News caught up with a crew at Poly-Western High School Wednesday morning.

It's their job to get all the sidewalks cleaned off and the parking lots plowed so it's safe for students and teachers to return to the classroom, so how many school snow days are left?

For students in Anne Arundel County, all four snow days built into the school calendar have been used. Any more days used will mean a longer school year for them.

Baltimore County has also used four snow days, but the school system built seven days into the school calendar, which means three snow days remain.

In Carroll County, one snow day is left as the school system built a total of five days into its calendar and used four of them already.

In Harford County, three days remain. Schools there have used four of the seven days built into their calendar.

Howard County schools have used four of their five their built-in snow days.

Baltimore City handles snow days differently. City school officials don't build snow days into their schedule. They just tack any days used to the end of the year. So far, Baltimore City students have used five snow days.

The state requires all students to attend 180 days of school. The individual school systems have the option of making the school year longer.

## Let's stop whining about school snow closures

By Valerie Strauss, Updated: January 23 at 6:54 pm

Some Washington area school districts are suddenly the target of criticism for keeping schools closed after Tuesday's snowstorm.

A Post colleague over at the [great Weather Gang blog](#), in fact, wrote about Fairfax County's decision to stay closed Thursday after officials decided that some of the roads and walkways were still too dangerous for parents and kids to use. The blog post said in part:

President Obama implied [Washingtonians were weather wimps](#) in 2009. Fairfax County is proving itself to be a poster child for such a characterization.

Really?

It wasn't just Fairfax that stayed closed Thursday: Prince William County schools were too. Loudoun County schools are closed all week, and mid-term exams have been canceled. Other districts are opening on Friday, but with two-hour delays.

School districts don't actually like closing schools. It creates huge scheduling problems and other sorts of headaches they would rather avoid. They do it when they think that it is the wiser course of action for kids who sometimes have to come to school in the dark, from rural areas, at long distances. Sometimes they may be too cautious, but erring on that side of the risk equation is far preferable than the other.

Here's a statement Fairfax issued explaining its decision:

FCPS' primary concern is always student safety when making a decision about opening schools. We consider all the methods of transportation that FCPS students use to get to school: school buses, walking to schools or bus stops, parent drivers, and student drivers. The decision-making process especially considers those teenagers who drive to high schools in the early morning hours before it is light, those students who walk, and those students waiting at bus stops. There are also many students who attend schools, centers, or programs that are long distances from their homes.

In addition to main arteries such as I-66 and I-495, the county's transportation system also includes narrow, winding roads in still relatively rural parts of the county such as Clifton and Great Falls. Fairfax County encompasses approximately 400 square miles and road conditions can vary significantly in different parts of the county. Yesterday and last evening, FCPS transportation supervisors traveled the routes our buses would traverse and inspected bus stops and the pathways walkers would be taking and found that throughout Fairfax County there were still considerable areas that were unsafe and treacherous. While VDOT has done an outstanding job with the main arteries, there are continuing safety concerns with secondary roads and sidewalks.

We are hopeful that the additional time will give road crews, homeowners associations, and private citizens the opportunity they need to clear roads and sidewalks so that students may safely return to school.

It makes sense to me.

The Weather Gang's Jason Samenow also wrote:

I don't care if you're driving a school bus, a smart car or limousine, driving on an inch of compacted snow is totally doable.

That seems to make sense, too, except when I was driving in the District on Thursday on a road that had a thin covering of snow but a whole lot of ice, the car slipped and slid. Good thing I was going very slow.

There are a lot of considerations that go into deciding whether to close schools or not, including where bus drivers, teachers and other staff live. Parents may not think Fairfax is transparent enough with the way it makes its closing decisions, and they may be correct. But I don't know why school districts should become the target of derision when they make a call to close a school for weather-related reasons.

If you really want to whine about something, how about:

- a) Underfunded schools
  - b) Underpaid teachers
  - c) Too many standardized tests
  - d) Boring curriculum
- etc.

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## Days after the snow, school delays continue

By [Ovetta Wiggins](#), Published: January 23

Several suburban public school systems will open two hours late on Friday because of icy roads and frigid weather.

“Since the temperatures will be about the same as [Thursday] morning, we wanted to err on the side of caution,” said Max Pugh, a spokesman for Prince George’s County schools.

In addition, public schools in Fairfax and Prince William counties, along with Manassas city schools, will also impose the two-hour delay.

Pugh said school officials are concerned about students walking to bus stops before daybreak and high school students driving to school on icy roads.

The delay “will give it time to warm up a little more . . . give us more time to resalt areas,” Pugh said.

Some school districts in the Washington region have come under fire over closing school days after [Tuesday’s snowstorm](#).

[Loudoun County officials](#) decided Wednesday to shut down school through the end of the week and cancel midterm exams. Farther afield, public schools in Stafford, Fauquier and Spotsylvania counties will also be closed.



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## School's out again, but just wait until June

By CHRIS POLK and HENLEY MOORE [cpolk@stardem.com](mailto:cpolk@stardem.com) [hmoore@stardem.com](mailto:hmoore@stardem.com) | Posted: Thursday, January 23, 2014 8:30 pm

EASTON — School is out again tomorrow for Talbot, Caroline, Kent and Dorchester counties, and there is a 90-minute delay today in Queen Anne's County with no morning pre-kindergarten.

Many Mid-Shore students have had an entire week off, but they may not be as joyful when they find themselves sitting in a hot classroom for more days in June than they anticipated.

According to Maryland law, the school year must be at least 180 days long.

Dr. Henry Wagner, superintendent of Dorchester County Schools, said five snow days had been built into the schedule, with a last day of school on Tuesday, June 10.

Dorchester County will have six snow days this year, including tomorrow. They had a snow day in December, one earlier this January, and four this week.

“After today, any full snow day off will extend the last day of school past June 10,” Wagner said Thursday.

In Talbot County, the original last day of school was Wednesday, June 11, but the weather has changed all that. Talbot declared a snow day on December 10, January 3, and three days this week.

This week Talbot students have had an entire week off, including Monday and Tuesday for a holiday and teacher-in-service day.

There were no snow days built into Talbot's schedule, so as of tomorrow, the last day of school has been extended to Wednesday, June 18.

There have also been six days when there has been a 90-minute delay, but those still count as full school days, according to the law.

Jeff Straight, spokesman for Queen Anne's County Public Schools, said the school system has used four snow days as of Thursday, and with five snow days built into the calendar, the last day of school for them is still tentatively Thursday, June 12.

Straight indicated that he thought it more than likely that all five snow days will be used and possibly more, but the school system usually tries to keep the last day of school constant.

In the past, Queen Anne's County schools have used scheduled days off for Presidents Day, spring break and Memorial Day to make up the difference.

Caroline County's last day of school is tentatively a half-day on Friday, June 13.

Students in Caroline stayed home one day in December due to the threat of inclement weather.

This week they were off from school for Martin Luther King Jr.'s birthday holiday on Monday and also on Tuesday for an in-service teacher day.

Caroline students were out of school Wednesday through today for inclement weather and county schools will be closed again tomorrow.

That makes a total of four snow days for Caroline. Any more and the last day of school could possibly extend into the week of June 16.

An exception could be granted if Gov. O'Malley declares a weather-related "State of Emergency."

In that case, a school system can request a waiver for those special circumstances and the state can grant an exception that the lost school day does not need to be made up.

"Usually we don't make a final decision until the end of March or beginning of April," Tina Brown said about the final determination of the last day of school. Brown is the assistant superintendent of instruction for Caroline County Public Schools.

For youngsters who have cabin fever or whose parents need to work, the YMCA of the Chesapeake in Easton offers a "school's out" day program on those emergency snow days.

The cost is \$25 for members and \$40 for non-members.

"We try to open up as quickly as possible for the parents that need to get to work," Jennifer Ainsworth said, who is chief operating officer of the YMCA of the Chesapeake.

Young people need to bring their lunch and will need to fill out paperwork and get signatures releasing them to swim and take part in activities.

"We try to keep them busy and warm so their parents don't have to worry and can go about their day," Ainsworth said.

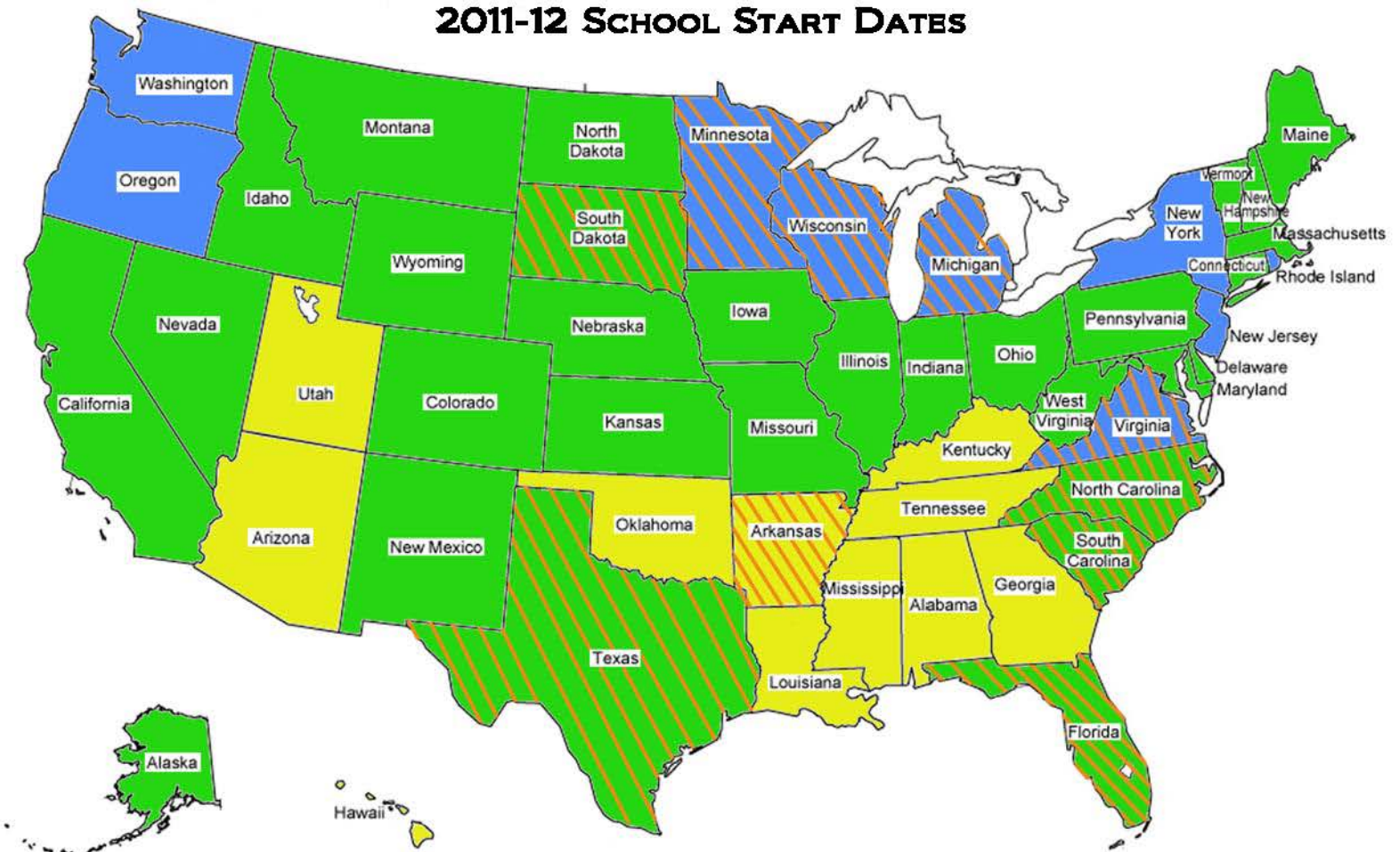
Rock climbing, swimming and indoor games are part of the program.

The Easton branch is the only location where the program is offered on snow days, but on holidays it is planned at several other branches of the YMCA of the Chesapeake.

# December 2013 and January 2014 Inclement Weather Days

System/last day	Inclement weather	12/9/13	12/10/13	1/3/14	1/6/14	1/7/14	1/10/14	1/21/14	1/22/14	1/23/14	1/24/14	1/27/14	1/28/14	1/29/14	1/30/14
Allegany 5/30	12 days	Closed	Closed	Closed	Mt. Ridge	Closed	Closed	Closed	Closed	2 hr del	Closed	2 hr del	2 hr del	2 hr del	2 hr del
Anne Arundel 6/17	4 days	2 hr del	Closed	Closed		Normal	Normal	Closed	Closed	2 hr del	2 hr del	Normal		Closed-PD	Closed-PD
Balto. City 6/16	5 days	Closed	Closed	Closed	Normal	Normal	2 hr del	Closed	Closed	2hr. del	Normal	Normal		2 hr del	
Baltimore Co 6/17	7 days	Closed	Closed	Closed	Normal	2 hr del	2 hr del	Closed	Closed-PD	2 hr del	Normal	Normal		2 hr del	
Calvert 6/12	5 days	2 hr del	Closed	Closed	Normal	Normal	Normal	Closed	Closed	Closed	2 hr del	Normal		Closed-PD	2 hr del
Caroline 6/13	4 days	2 hr del	2 hr del	Winter	Normal	Normal	Normal	Closed-PD	Closed	Closed	Closed	2 hr del		Closed	2 hr del
Carroll 6/12	5 days	Closed	Closed	Closed	Normal	Normal	2 hr del	Closed	Closed-PD	2 hr del	Normal	Normal		2 hr del	
Cecil 6/6	6 days	Closed	Closed	Closed		Closed	Closed	Closed	Closed	2 hr del	2 hr del	Normal		2 hr del	
Charles 6/12	4 days	2 hr del	Closed	Winter		Normal	Closed	Closed	Closed	2 hr del	Normal	Normal		Closed	
Dorchester 6/10	5 days	Al. Closed		Closed		Normal		Closed	Closed	Closed	Closed	2 hr del		Closed	Closed
Frederick 6/11	5 days	Closed	Closed	Closed	2 hr del	Normal	2 hr del	Closed	Closed	2 hr del	Normal	Normal	Normal	2 hr del	
Garrett 6/3	6 days	Closed	2 hr del	Closed	Closed	Closed	2 hr del	Closed	Closed	Closed	Closed	Closed	Closed	Closed	2 hr del
Harford 6/9	6 days	Closed	2 hr del	Closed		Closed	2 hr del	Closed-PD	Closed	2 hr del	2 hr del	Normal		Closed	Normal
Howard 6/18	5 days	Closed	Closed	Closed	Normal	Normal	2 hr del	Closed-PD	Closed	2 hr del	Normal	Normal		2 hr del	
Kent 6/13	4 days	2 hr del		Closed		2 hr del	Closed	Closed-PD	Closed	Closed	Closed	90 min		Closed	2 hr del
Montgomery 6/12	4 days	Closed	Closed	Closed	Normal	Normal	2 hr del	Closed-PD	Closed	2 hr del	Normal	Normal		2 hr del	
Pr. George's 6/6	4 days	2 hr del	Closed	Closed	Normal	2 hr del	Normal	Closed	Closed	2 hr del	2 hr del	Normal		2 hr del	
Queen Anne 6/12	5 days	90 min	Closed	Closed	Normal	Normal	2 hr del	Closed-PD	Closed-PD	Closed	Closed	90 min		Closed	90 min
St. Mary's 6/12	5 days	2 hr del	Closed	Closed	Normal	2 hr del	Closed	Closed-PD	Closed-PD	Closed	Closed	Normal		Closed	2 hr del
Somerset 6/12	3 days			Winter		Normal		Closed	Closed	Closed	Closed-PD	Normal		Closed	Closed
Talbot 6/11	0 eoc	90 min	90 min	Closed		Normal		Closed	Closed	Closed	Closed	2 hr del		Closed	2 hr del
Washington 6/12	5 days	Closed		Closed		Closed		Closed-PD	Closed	2 hr del	Normal	Normal		Normal	
Wicomico 6/6	5 days	Normal	Normal	Winter	Normal	Normal	Normal	Closed	Closed	Closed	Closed-PD	Normal		Closed	Closed
Worcester 6/12	3 days			Winter		Normal		Closed	Closed	Closed	Closed	Normal		Closed	Closed
SEED	5 days	Closed	Normal	Winter	Normal	Normal	Normal	Closed	Closed	Closed	Closed	Normal			

# 2011-12 SCHOOL START DATES



- MAJORITY OF SCHOOLS BEGIN PRIOR TO AUGUST 15TH
- MAJORITY OF SCHOOLS BEGIN AUGUST 16TH TO AUGUST 31ST
- MAJORITY OF SCHOOLS BEGIN SEPTEMBER 1ST OR LATER
- STATE WITH ACTIVELY ENFORCED SCHOOL START DATE LAW

## States with School Start Date Laws – Updated July 31, 2012

State	Summary of Law	Additional Information and Link to Law
Wisconsin	Academic instruction may start any time after September 1. <i>(Effective Date: 2002-03 school year.)</i>	State law §118.045 (1) and (3) prohibits schools from beginning student instruction before September 1 unless the a waiver is received for “extraordinary reasons”_ ( <a href="http://docs.legis.wi.gov/search/results?q=118.045+%283%29+%26filter=doctype%3Astatutes">http://docs.legis.wi.gov/search/results?q=118.045+%283%29+%26filter=doctype%3Astatutes</a> )
North Carolina	Academic instruction may start any time after August 25. Law allows waivers for earlier starts based on past bad weather days. <i>(Effective Date: 2005-06 school year.)</i>	<a href="#"><u>§ 115C 84.2. School calendar.</u></a> (d) Opening and Closing Dates. – Local boards of education shall determine the dates of opening and closing the public schools under subdivision (a)(1) of this section. Except for year round schools, the opening date for students shall not be before August 25, and the closing date for students shall not be after June 10. On a showing of good cause, the State Board of Education may waive this requirement to the extent that school calendars are able to provide sufficient days to accommodate anticipated makeup days due to school closings. A local board may revise the scheduled closing date if necessary in order to comply with the minimum requirements for instructional days or instructional time. For purposes of this subsection, the term "good cause" means that schools in any local school administrative unit in a county have been closed eight days per year during any four of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations. ( <a href="http://www.ncga.state.nc.us/enactedlegislation/statutes/html/bysection/chapter_115c/qs_115c-84.2.html">http://www.ncga.state.nc.us/enactedlegislation/statutes/html/bysection/chapter_115c/qs_115c-84.2.html</a> )  <a href="#"><u>State law changed in 2012 to require 185 instructional days to be scheduled within the same calendar parameters.</u></a>
Michigan	Academic instruction may start any time after Labor Day. <i>(Effective Date 2006-07 school year.)</i>	<a href="#"><u>380.1284b (page 191)</u></a> ( <a href="http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-451-of-1976.pdf">http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-451-of-1976.pdf</a> )
Texas	Academic instruction may not begin until the 4 <sup>th</sup> week of August. <i>(Effective Date: 2007-08 school year.)</i>	<a href="#"><u>Texas Education Code § 25.0811 sets a school start date of no earlier than the 4<sup>th</sup> Monday in August for student instruction.</u></a> ( <a href="http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.0811">http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.0811</a> )
Virginia	Academic instruction may begin after Labor Day. Law also includes a provision that allows school districts to seek a waiver to begin earlier if they meet a certain number of bad weather days in previous years.	<a href="#"><u>Virginia Education Code § 22.1-79.1 sets a post Labor Day school start date for all public K-12 schools with waivers given for school districts with large number of weather closures.</u></a> ( <a href="http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-79.1">http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-79.1</a> )
South Carolina	<a href="#"><u>Effective April 8, 2006, Governor Sanford signed into law House Bill 4429 establishing a uniform start date for all public schools. Beginning with the 2007-2008 school year, the opening date for students must not be before the third Monday in August, except for schools operating on a year-round modified school calendar.(Page 5 of link)</u></a>	<a href="#"><u>SECTION 59-1-425.</u></a> ( <a href="http://www.scstatehouse.gov/code/t59c001.php">http://www.scstatehouse.gov/code/t59c001.php</a> )
Florida	Academic instruction may not begin earlier than 14 days prior to Labor Day. <i>(Effective Date: 2007-08 school year.)</i>	<a href="#"><u>Florida law §1001.42 sets a school start date no earlier than 14 days before Labor Day. Academically High Performing Districts are exempt.</u></a> ( <a href="http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&amp;Search_String=&amp;URL=1000-1099/1001/Sections/1001.42.html">http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&amp;Search_String=&amp;URL=1000-1099/1001/Sections/1001.42.html</a> )

<b>Minnesota</b>	Academic instruction may start any time after Labor Day. (Effective Date: 2006-07 school year.)	<a href="https://www.revisor.mn.gov/statutes/?id=120A.40">Minnesota Education Code 120A.40 sets a post Labor Day School Start date.</a> ( <a href="https://www.revisor.mn.gov/statutes/?id=120A.40">https://www.revisor.mn.gov/statutes/?id=120A.40</a> )
<b>South Dakota</b>	School board can set date but voters can contest start date if earlier than the day after Labor Day.	<a href="http://legis.state.sd.us/statutes/DisplayStatute.aspx?Type=Statute&amp;Statute=13-26-9">§13-26-9</a> . School board decision on opening day of classes. A decision by a school board to schedule the opening day of classes before the first Tuesday following the first Monday in September may be referred to a vote of the qualified voters of the school district by the filing of a petition signed by five percent of the registered voters in the school district, based upon the total number of registered voters at the last preceding general election. The board in scheduling the opening day of classes shall allow sufficient time for the referendum process authorized in this section. ( <a href="http://legis.state.sd.us/statutes/DisplayStatute.aspx?Type=Statute&amp;Statute=13-26-9">http://legis.state.sd.us/statutes/DisplayStatute.aspx?Type=Statute&amp;Statute=13-26-9</a> )
<b>Arkansas</b>	Law amended in 2011 to allow schools to begin student instruction during the week in which August 19 <sup>th</sup> falls. Prior to change law prohibited instruction earlier than August 19 <sup>th</sup> .	<a href="http://law.justia.com/codes/arkansas/2010/title-6/subtitle-2/chapter-10/6-10-106/">A.C.A. § 6-10-106</a> <b>6-10-106. Uniform dates for beginning and end of school year. (a)</b> <b>(1) (A)</b> In each school year, the first day of the school year for student attendance in the public elementary and secondary schools of the State of Arkansas shall begin: <b>(i)</b> On or after the Monday of the week in which August 19 falls; <b>(ii)</b> Not earlier than August 14; and <b>(iii)</b> Not later than August 26. <b>(B)</b> The date for beginning the school year shall be determined by the board of directors of the school district. <b>(C)</b> Labor Day shall be celebrated as a school holiday in all the school districts of the state, and school shall not be held on that date. <b>(2)</b> The Department of Education may grant a school district a waiver to begin school on an earlier or later date if the department determines that there exists a material and substantial reason for the school district to begin on an earlier or later date due to very exceptional or emergency circumstances such as a contagious disease outbreak, inclement weather, or other acts of God. ( <a href="http://law.justia.com/codes/arkansas/2010/title-6/subtitle-2/chapter-10/6-10-106/">http://law.justia.com/codes/arkansas/2010/title-6/subtitle-2/chapter-10/6-10-106/</a> )
<b>Iowa</b>	<a href="http://www.legis.iowa.gov/legis/code/279.10">Iowa Code 279.10</a> sets a school start date no earlier than the week in which September 1 <sup>st</sup> falls. The law does include a waiver which has been applied very loosely. Thus, current law has no merit.	<a href="http://www.legis.iowa.gov/legis/code/279.10">Iowa Code 279.10</a> Law states: "The school year shall begin on the first day of July and each regularly established elementary and secondary school shall begin no sooner than a day during the calendar week in which the first day of September falls but no later than the first Monday in December. However, if the first day of September falls on a Sunday, school may begin on a day during the calendar week which immediately precedes the first day of September. School shall continue for at least one hundred eighty days, except as provided in subsection 3, and may be maintained during the entire calendar year." ( <a href="http://coolice.legis.state.ia.us/cool-ice/default.asp?category=billinfo&amp;service=iowacode&amp;ga=83&amp;input=279#279.10">http://coolice.legis.state.ia.us/cool-ice/default.asp?category=billinfo&amp;service=iowacode&amp;ga=83&amp;input=279#279.10</a> )
<b>Missouri</b>	School year may begin no earlier than ten calendar days before the first Monday in September. Waiver option available and widely used.	<a href="http://www.moga.mo.gov/statutes/C100-199/1710000031.HTM">Section 171.031.2</a> ( <a href="http://www.moga.mo.gov/statutes/C100-199/1710000031.HTM">http://www.moga.mo.gov/statutes/C100-199/1710000031.HTM</a> )
<b>Hawaii</b>	Hawaii requires a common school calendar for all public schools; start dates, holidays, vacation days and end date are the same for all K-12 public schools in the state. The calendar is set by the Department of	( <a href="http://www.capitol.hawaii.gov/session2004/Bills/HB1360_.htm">http://www.capitol.hawaii.gov/session2004/Bills/HB1360_.htm</a> )

	Education.	
<b>Mississippi</b>	HB 707 passed the Mississippi Legislature in 2012 and was signed into law by the Governor. The law will take effect with the 2014-15 school year and requires no K-12 public school begin student instruction earlier than the third Monday in August.	<a href="#">HB 707 as signed by the Governor</a>
<b>Alabama</b>	Law passed in May of 2012 and went into effect for the 2012-13 school year. All K-12 public school districts are required to offer 1,080 instructional hours to students beginning no earlier than 14 days before Labor Day and ending no later than the Friday before Memorial Day. Law changed 180 day minimum instructional day requirement to the hourly equivalent thereof.	<a href="#">Flexible School Calendar Act of 2012</a>

## Required School Days, Instructional Hours Required Yearly and School Start Dates

State	Number of School Days Required	Length of School Day	Total Instructional Hours Per School Year	2011-12 Start Dates Per Market Data Retrieval		
				Prior to August 15 <sup>th</sup>	August 15 <sup>th</sup> to 31 <sup>st</sup>	September 1 <sup>st</sup> or later
Alabama	180	6 hours	1080 hours	93%	7%	0%
Alaska	170	1 <sup>st</sup> – 3 <sup>rd</sup> Grades: 4 hours	1 <sup>st</sup> – 3 <sup>rd</sup> Grades: 680 hours	.02%	99%	.04%
		4 <sup>th</sup> – 12 <sup>th</sup> Grades: 5 hours	4 <sup>th</sup> – 12 <sup>th</sup> Grades: 850 hours			
Arizona	180	NA	Kinder: 356 hours Grades 1-3: 712 hours Grades 4-6: 890 hours Grades 7-8: 1000 hours 9-12 students must enroll in at least 4 subjects that meet at least 720 hours	96%	4%	0%
Arkansas	178	6 hours a day or 30 hours per week	1068	<a href="#"><u>A.C.A. § 6-10-106</u></a> Uniform dates for beginning and end of school year. (a) (1) (A) In each school year, the first day of the school year for student attendance in the public elementary and secondary schools of the State of Arkansas shall begin: (f) On or after the Monday of the week in which August 19 falls;		
California	180/175 (Through the 2014-2015 school year schools are allowed to shorten the school year by five days without fiscal penalty.)	Kinder: 3 hours Grades 1-3: 3.83 hours Grades 4-12: 4 hours	Kinder: 600 hours Grades 1-3: 840 hours Grades 4-8: 900 hours Grades 9-12: 1080 hours	23%	54%	22%
Colorado	160	NA	Half-day Kinder: 435 hours Full-day Kinder: 870 hours Grades 1-5: 968 hours	23%	73%	4%



				Grades 6-12: 1056 hours					
Connecticut	180	5 hours. Districts may count up to 7 hours per school day towards the total required for the school year.	Half-day Kinder; 440 hours Grades 1-11: 1060 hours Grade 12: 1032 hours	--	68%	32%			
Delaware	NA	District option, must be at least 31.5 hours a week.	Kinder: 440 hours Grades 1-11: 1060 hours Grade 12: 1032		88%	12%			
Florida	180	5 hours	Grades K-3: 720 hours Grades 4-12: 900 hours	<a href="#">Florida law §1001.42</a> sets a school start date no earlier than 14 days before Labor Day. Academically High Performing Districts are exempt.					
Georgia	180	Kinder – 3: 4.5 hours Grades 4-5: 5 hours Grades 6-12: 5.5 hours	Kinder – 810 hours Grades 4-5: 900 hours Grades 6-12: 990 hours	93%	6%	.16%			
Hawaii	180 days	Kinder – 5: 6 hours Grades 6-12: 6.5 hours	Grades K-6: 915 hours Grades 7-12: 990 hours	100%	--	--			
Idaho	NA	NA	Kinder: 450 hours Grades 1-3: 810 hours Grades 4-8: 900 hours Grades 9-12: 990 hours	.04%	80%	19%			
Illinois	176 days	Kinder – 1: 4 hours Grades 2-12: 5 hours	Kinder – 1: 704 hours Grades 2-12: 880 hours	9%	76%	14%			
Indiana	180 days	Grades 1-6: 5 hours Grades 7-12: 6 hours	Grades 1-6: 900 hours Grades 7-12: 1080	37%	63%	0%			
Iowa	180 days	Grades 1-12: 5.5 hours or 27.5 hours per week	990 hours	5%	95%	.015%			
Kansas	Grades K – 11: 186 days Grade 12: 181 days	NA	Kinder: 465 hours Grades 1-11: 1116 hours Grade 12: 1086 hours	19%	78%	2%			
Kentucky	175 days	6 hours	1062 hours	79%	21%	--			
Louisiana	177 days	6 hours	1062 hours	80%	20%	--			
Maine	175 days	NA	NA	.03%	60%	40%			

Maryland	180 days	6 hours	1080 hours	0%	100%	--
Massachusetts	180 days	NA	Kinder: 425 hours Grades 1-5: 900 hours Grades 6-12: 990	16%	51%	47%
Michigan	170 days	NA	1098 hours	<a href="#">Michigan §380.1284b (page 191)</a> Academic instruction may start any time after Labor Day.		
Minnesota	NA	NA	Kinder: 425 hours Grades 1 – 6: 935 hours Grades 7-12: 1020 hours	<a href="#">Minnesota Education Code 120A.40 sets a post Labor Day School Start date.</a>		
Mississippi	180 days	5.5 hours	990 hours	99%	.03%	--
Missouri	5-day week: 174 4-day week: 142	5-day week: 3 hours 4-day week: 4 hours	1044 hours	<a href="#">Section 171.031.2:</a> School year may begin no earlier than ten calendar days before the first Monday in September. Waiver option available and widely used.		
Montana	NA	NA	Half-day Kinder: 360 hours Grades K-3: 720 hours Grades 4-12: 1080 hours	--	90%	10%
Nebraska	NA	NA	Kinder: 400 hours Grades 1-8: 1032 hours Grades 9-12: 1080 hours	24%	76%	.01%
Nevada	180 days	Kinder: 2 hours Grades 1-2: 4 hours Grades 3-6: 5 hours Grades 7/12: 5.5 hours	Kinder: 360 hours Grades 1-2: 720 hours Grades 3-6: 900 hours Grades 7/12: 990 hours	--	99%	.05%
New Hampshire	180 days	Grades 1-5: 5.25 hours Grades 6-12: 5.5 hours	Grades 1-5: 945 hours Grades 6-12: 990 hours	--	68%	32%
New Jersey	180 days	4 hours	720 hours	--	1%	99%
New Mexico	180 days	Half-day Kinder: 2.5 hours Full-day Kinder: 5.5 hours Grades 1-6: 5.5 hours Grades 7-12: 6 hours	Half-day Kinder: 450 Full-day Kinder: 990 hours Grades 1-6: 990 hours Grades 7-12: 1080 hours	47%	53%	--
New York	180 days	Half-day: 2.5 hours Full-day K: 5 hours Grades 1-6: 5 hours Grades 7-12: 5.5 hours	Half-day: 450 hours Full-day K: 900 hours Grades 1-6: 900 hours Grades 7-12: 990 hours	--	.02%	100%

North Carolina	180 days	5.5 hours	990 hours	<a href="#">§ 115C-84.2. School calendar.</a> The opening date for students shall not be before August 25, and the closing date for students shall not be after June 10.		
North Dakota	175 days	Grades K-6: 5.5 hours Grades 9-12: 6 hours	Grades K-6: 962.5 hours Grades 9-12: 1050 hours	--	100%	--
Ohio	182 (includes two professional development days and up to four days for parent conferences and reporting)	Grades K-6: 5 hours (including 2 15-minute recesses) Grades 7-12: 5 hours (excluding lunch and recess)	910 hours	1%	93%	6%
Oklahoma	180 days	6 hours	Grades 1-6: 900 hours Grades 7-12: 1080 hours	54%	46%	.017%
Oregon	Na	NA	Kinder: 405 hours Grades 1-3: 810 hours Grades 4-8: 900 hours Grades 9-12: 990 hours	.015%	17%	83%
Pennsylvania	180 days	Kinder: 2.5 hours Grades 1-8: 5 hours Grades 9-12: 5.5 hours	Kinder: 450 hours Grades 1-8 hours: 5 hours Grades 9-12 hours: 5.5 hours	.002%	69%	31%
Rhode Island	180 days	Kinder: 2.75 hours Grades 1-12: 5.5 hours	Kinder: 495 hours Grades 1-12: 990 hours	--	46%	54%
South Carolina	180 days	6 hours	1080	<a href="#">SECTION 59-1-425.</a> The opening date for students must not be before the third Monday in August, except for schools operating on a year-round modified school calendar. (Page 5 of link)		
South Dakota	NA	NA	Kinder: 437.5 Grades 1-3: 875 Grades 4-12: 962.5	<a href="#">§13-26-9.</a> School board decision on opening day of classes. A decision by a school board to schedule the opening day of classes before the first Tuesday following the first Monday in September may be referred to a vote of the qualified voters of the school district by the filing of a petition signed by five percent of the registered voters in the school district, based upon the total number of registered voters at the last preceding general election. The board in scheduling the opening day of classes shall allow sufficient time for the referendum process authorized in this section.		
Tennessee	180 days	65. hours	1170 hours	97%	3%	--
Texas	180 days	7 hours	1350 hours	<a href="#">Texas Education Code § 25.0811</a> sets a school start date of no earlier than the 4 <sup>th</sup> Monday in August for student instruction.		

Utah	180 days	NA	Kinder: 450 hours Grade 1: 810 hours Grades 2-12: 990 hours	5%	95%	--
Vermont	175 days	Kinder: 2 hours Grades 1-2: 4 hours Grades 3-12: 5.5 hours	Kinder: 350 hours Grades 1-2: 700 hours Grades 3-12: 962.5 hours	--	72%	28%
Virginia	180 days	5.5 hours	Kinder: 540 hours Grades 1-12: 990 hours	<a href="#">Virginia Education Code § 22.1-79.1 sets a post Labor Day school start date for all public K-12 schools with waivers given for school districts with large number of weather closures.</a>		
Washington	180 days	NA	Kinder: 450 hours Grades 1-6: 1000 hours Grades 7-12: 1080 hours	.025%	27%	73%
West Virginia	180 days	5.5 hours	990 hours	--	98%	2%
Wisconsin	180 days	NA	Kinder: 437 Grades 1-6: 1050 Grades 7-12: 1137	<a href="#">State law §118.045 (1) and (3) prohibits schools from beginning student instruction before September 1 unless the a waiver is received for "extraordinary reasons"</a>		
Wyoming	180 days	NA	NA	--	93%	7%

Education Commission on the States/Number of Instructional Days/hours in the School Year/August 2011:

<http://www.ecs.org/clearinghouse/95/05/9505.pdf>

**SECTION 59-1-425.** Beginning and length of school term; make-up days; instructional days.

(A) Each local school district board of trustees of the State shall have the authority to establish an annual school calendar for teachers, staff, and students. The statutory school term is one hundred ninety days annually and shall consist of a minimum of one hundred eighty days of instruction covering at least nine calendar months. However, beginning with the 2007-2008 school year the opening date for students must not be before the third Monday in August, except for schools operating on a year-round modified school calendar. Three days must be used for collegial professional development based upon the educational standards as required by Section 59-18-300. The professional development shall address, at a minimum, academic achievement standards including strengthening teachers' knowledge in their content area, teaching techniques, and assessment. No more than two days may be used for preparation of opening of schools and the remaining five days may be used for teacher planning, academic plans, and parent conferences. The number of instructional hours in an instructional day may vary according to local board policy and does not have to be uniform among the schools in the district.

(B) Notwithstanding any other provisions of law to the contrary, all school days missed because of snow, extreme weather conditions, or other disruptions requiring schools to close must be made up. All school districts shall designate annually at least three days within their school calendars to be used as make-up days in the event of these occurrences. If those designated days have been used or are no longer available, the local school board of trustees may lengthen the hours of school operation by no less than one hour per day for the total number of hours missed or operate schools on Saturday. Schools operating on a four-by-four block schedule shall make every effort to make up the time during the semester in which the days are missed. A plan to make up days by lengthening the school day must be approved by the Department of Education before implementation. Tutorial instruction for grades 7 through 12 may be taught on Saturday at the direction of the local school board. If a local school board authorizes make-up days on Saturdays, tutorial instruction normally offered on Saturday for seventh through twelfth graders must be scheduled at an alternative time.

(C) The General Assembly by law may waive the requirements of making up missed days or, by law, may authorize the school board of trustees to forgive up to three days missed because of snow, extreme weather conditions, or other disruptions requiring schools to close. A waiver granted by the local board of trustees of the requirement for making up missed days also must be authorized through a majority vote of the local school board.

(D) If a school is closed early due to snow, extreme weather conditions, or other disruptions, the day may count towards the required minimum to the extent allowed by State Board of Education policy.

(E) The instructional day for secondary students must be at a minimum six hours a day, or its equivalent weekly, excluding lunch. The school day for elementary students must be at a minimum six hours a day, or its equivalent weekly, including lunch.

(F) Elementary and secondary schools may reduce the length of the instructional day to not less than three hours for not more than three days each school year for staff development, teacher conferences, or for the purpose of administering end-of-semester and end-of-year examinations.

(G) Priority during the instructional day must be given to teaching and learning tasks. Class interruptions must be limited only to emergencies. Volunteer blood drives as determined by the principal may be conducted at times which would not interfere with classroom instruction such as study period, lunch period, and before and after school.

(H) The State Board of Education may waive the school opening date requirement pursuant to subsection (A) of this section on a showing of good cause or for an educational purpose. For the purposes of this section:

(1) "Good cause" means that schools in a district have been closed eight days per year during any four of the last ten years because of severe weather conditions, energy shortages, power failures, or other emergency situations.

(2) "Educational purpose" means a district establishes a need to adopt a different calendar for a:

(a) specific school to accommodate a special program offered generally to the student body of that school,

(b) school that primarily serves a special population of students, or

(c) defined program within a school.

The state board may grant the waiver for an educational purpose for that specific school or defined program to the extent that the state board finds that the educational purpose is reasonable, the accommodation is necessary to accomplish the educational purpose, and the request is not an attempt to circumvent the opening date set forth in this subsection. Waiver requests for educational purposes may not be used to accommodate system-wide class scheduling preferences. Nothing in this subsection prohibits a district from offering supplemental or additional educational programs or activities outside of the calendar adopted under this section.

HISTORY: 2006 Act No. 260, Section 1, eff April 8, 2006.

Sec. 25.0811. FIRST DAY OF INSTRUCTION. (a) Except as provided by this section, a school district may not begin instruction for students for a school year before the fourth Monday in August. A school district may:

(1) begin instruction for students for a school year before the fourth Monday in August if the district operates a year-round system under Section 25.084; or

(2) begin instruction for students for a school year on or after the first Monday in August at a campus or at not more than 20 percent of the campuses in the district if:

(A) the district has a student enrollment of 190,000 or more;

(B) the district at the beginning of the school year provides, financed with local funds, days of instruction for students at the campus or at each of the multiple campuses, in addition to the minimum number of days of instruction required under Section 25.081;

(C) the campus or each of the multiple campuses are undergoing comprehensive reform, as determined by the board of trustees of the district; and

(D) a majority of the students at the campus or at each of the multiple campuses are educationally disadvantaged.

(b) Notwithstanding Subsection (a), a school district that does not offer each grade level from kindergarten through grade 12 and whose prospective or former students generally attend school in another state for the grade levels the district does not offer may start school on any date permitted under Subsection (a) or the law of the other state.

(c) Repealed by Acts 2006, 79th Leg., 3rd C.S., Ch. 5, Sec. 9.03, eff. May 31, 2006.

Added by Acts 2001, 77th Leg., ch. 909, Sec. 1, eff. Sept. 1, 2001.  
Amended by:

Acts 2006, 79th Leg., 3rd C.S., Ch. 5, Sec. 9.02, eff. May 31, 2006.

Acts 2006, 79th Leg., 3rd C.S., Ch. 5, Sec. 9.03, eff. May 31, 2006.

Acts 2007, 80th Leg., R.S., Ch. 708, Sec. 1, eff. June 15, 2007.

Acts 2011, 82nd Leg., R.S., Ch. 277, Sec. 1, eff. June 17, 2011.



# MDE Recommends

## COMPULSORY SCHOOL ATTENDANCE ATTENDANCE POLICIES AND GRADES

The sections of the *Revised School Code* that address this issue are contained in the Michigan Compiled Laws under MCL 380.1147, 380.1284, 380.1284b, 380.1561-380.1599 and the *State School Aid Act* under MCL 388.1701.

### ***Age of Attendance***

The law in Michigan governing compulsory attendance requires a parent, legal guardian, or other person having control or charge of a child age six to sixteen to send the child to school during the entire school year, except under the limited circumstances specified in subsection (3) of section 380.1561. The exceptions include, but are not limited to, sending the child to a state-approved, nonpublic school or educating the child at home in an organized educational program. Although the compulsory school attendance law does not apply to children under the age of six, a child who is at least five years of age by December 1 of the school year and is a resident of a school district which provides kindergarten work is entitled to enroll in the kindergarten [MCL 380.1147].

### ***Enforcement and the Attendance Officer***

Attendance officers are employed by an intermediate school district or local school district. The attendance officer has the powers of a deputy sheriff within the school district while performing official duties and pursues cases of nonattendance which are reported to him or her by the proper authority. The attendance officer, upon receiving notice of that fact, must give written notice either in person or by registered mail requiring the child to appear at school on the next regular school day following receipt of notice and to continue in regular and consecutive attendance in school. If the parent or legal guardian fails to comply with the notice, the attendance officer must make a complaint against that individual in the proper court for refusal or neglect to send the child to school. The court then issues a warrant and proceeds to hear and make a determination in the case. The law also states that a parent or legal guardian who fails to comply with the compulsory school attendance section of the *Revised School Code* is guilty of a misdemeanor [MCL 380.1571-380.1599].

### ***Attendance Exceptions***

A child is not required to attend a public school in the following cases:

- C A child who is attending regularly and is being taught in a state approved nonpublic school, which teaches subjects comparable to those taught in the public schools to children of corresponding age and grade, as determined by the course of study for the public schools of the district within which the nonpublic school is located.
- C A child who is being educated at the child's home by his or her parent or legal guardian in an organized educational program in the subject areas of reading, spelling, mathematics, science, history, civics, literature, writing, and English grammar.





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- C The child who has graduated from high school or has fulfilled all requirements for high school graduation [MCL 380.1561].

## **Local Attendance Policies**

Local boards of education have the authority to adopt attendance policies addressing the number of days a student may lose due to illness or other causes. Although the law does not mandate that school district policies distinguish between excused and unexcused absences, the State Board of Education has taken the position that districts should make this distinction.

## **Attendance and Grades**

In a matter related to school attendance and grades, the Michigan Attorney General issued an opinion cited as 1978 OAG 5414 that states that the compulsory school attendance law recognizes an educational value in regular attendance at school. The opinion states that classroom attendance instills a concept of self-discipline, exposes a student to group interactions with teachers and fellow students, and enables a student to hear and participate in class discussion and other related learning experiences. Based on these considerations, the Attorney General concluded that a school district may consider attendance in determining a student's grade in a course.

## **Pupil Days and Hours of Instruction**

To qualify for state aid without a penalty, a local school district provides to each pupil the required minimum number of days and hours of instruction in a school year. The state superintendent may approve waivers as allowed for by law. The *State School Aid Act* establishes a minimum of 180 days and 1,098 hours of pupil instruction. This is an increase of 51 hours over the 1999-2000 school year [MCL 388.1701].

Beginning in the 2000-2001 school year, school districts have the option of counting toward the 1,098 hours of pupil instruction requirement up to 51 hours of teacher professional development time [MCL 388.1701(11)].

Section 388.1701(6) of the *State School Aid Act* allows the state superintendent to waive the minimum number of days of pupil instruction for a district if the district has adopted an experimental school year schedule and the experimental school year schedule provides the required minimum number of pupil instruction hours and is consistent with all state board policies on school improvement and restructuring [MCL 388.1701(6)]. The state superintendent may also waive the minimum instructional time requirement for a department-approved alternative education program [MCL 388.1701(10)].

## **School Calendar**

The board of a school district or public school academy must determine the length of a school term and ensure that there are a minimum number of pupil instruction days and hours in a school year. The local school board has the authority to establish the school calendar, including the starting date of a school year. In 1999, legislation (1999 PA 141) was enacted to prohibit



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public schools from holding classes on the Friday before Labor Day [MCL 380.1284b]. The provisions of the law would not apply in a district where a collective bargaining agreement providing a complete school calendar was in effect as of May 1, 1999, if that school calendar did not comply with the law. The prohibition, however, against holding classes on the Friday before Labor Day would apply in that district after the terms of the collective bargaining agreement expired.

- 22.1 Education (/22.1/)
- 7 General Powers and Duties of School Boards (/22.1/7/)
- § 22.1-79.1 Opening of the school year; approvals for certain .□.□. (/22.1-79.1/)

# § 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.

C. Individual schools may propose, and local school boards may approve, pursuant to guidelines developed by the Board of Education, alternative school schedule plans providing for the operation of schools on a four-day weekly calendar, so long as a minimum of 990 hours of instructional time is provided for grades one through twelve and 540 hours for kindergarten. No alternative plan that reduces the instructional time in the core academics of English, mathematics, social studies, and science shall be approved.

## History

1986, c. 587; 1998, c. 702; 2003, c. 724; 2010, cc. 49, 88; 2011, cc. 216, 387.

**MINNESOTA STATUTES AND CODES****Section 120A.40 School Calendar** Listen**120A.40 SCHOOL CALENDAR.**

(a) Except for learning programs during summer, flexible learning year programs authorized under sections 124D.12 to 124D.127, and learning year programs under section 124D.128, a district must not commence an elementary or secondary school year before Labor Day, except as provided under paragraph (b). Days devoted to teachers' workshops may be held before Labor Day. Districts that enter into cooperative agreements are encouraged to adopt similar school calendars.

(b) A district may begin the school year on any day before Labor Day:

- (1) to accommodate a construction or remodeling project of \$400,000 or more affecting a district school facility;
- (2) if the district has an agreement under section 123A.30, 123A.32, or 123A.35 with a district that qualifies under clause (1); or
- (3) if the district agrees to the same schedule with a school district in an adjoining state.

**History:**

Ex1959 c 71 art 7 s 12; 1967 c 890 s 2; 1974 c 326 s 15; 1978 c 764 s 89; 1985 c 51 s 1; 1987 c 258 s 7; 1990 c 562 art 8 s 33; 1991 c 265 art 9 s 57; 1Sp1995 c 3 art 16 s 13; 1998 c 397 art 6 s 117; art 11 s 3; 1998 c 398 art 6 s 29; 1999 c 241 art 9 s 2; 1Sp2005 c 1 art 4 s 31; 2009 c 96 art 1 s 2

**WISCONSIN STATUTES AND CODES****118.045 Commencement of school term.** Listen**118.045**

118.045 Commencement of school term.

**118.045(1)**

(1) Except as provided in subs. (2) and (3), beginning in the year 2000, no public school may commence the school term until September 1.

**118.045(2)**

(2) Subsection (1) does not prohibit a school board from doing any of the following:

**118.045(2)(a)**

(a) Holding athletic contests or practices before September 1.

**118.045(2)(b)**

(b) Scheduling in-service days or work days before September 1.

**118.045(2)(c)**

(c) Holding school year-round.

**118.045(3)**

(3) A school board may commence the school term before September 1 in any school year if the school board requests the department to allow it to commence the school term before September 1 and the school board includes reasons with its request. The department may grant a request only if it determines that there are extraordinary reasons for granting it. The department shall promulgate rules to implement and administer this subsection.

**118.045 - ANNOT.**

History: 1999 a. 9; 2001 a. 16.

**118.045 - ANNOT.**

Cross Reference: See also ch. PI 27, Wis. adm. code.

**279.10 SCHOOL YEAR -- BEGINNING DATE -- EXCEPTIONS --  
PILOT PROGRAMS.**

1. The school year shall begin on the first day of July and each regularly established elementary and secondary school shall begin no sooner than a day during the calendar week in which the first day of September falls but no later than the first Monday in December. However, if the first day of September falls on a Sunday, school may begin on a day during the calendar week which immediately precedes the first day of September. School shall continue for at least one hundred eighty days, except as provided in subsection 3, and may be maintained during the entire calendar year. However, if the board of directors of a district extends the school calendar because inclement weather caused the district to temporarily close school during the regular school calendar, the district may excuse a graduating senior who has met district or school requirements for graduation from attendance during the extended school calendar. A school corporation may begin employment of personnel for inservice training and development purposes before the date to begin elementary and secondary school.

2. The board of directors shall hold a public hearing on a proposal prior to submitting it to the department of education for approval.

3. The board of directors of a school district may request approval from the department of education for a pilot program for an innovative school year. The number of days per year that school is in session may be more or less than those specified in subsection 1, but the innovative school year shall provide for an equivalent number of total hours that school is in session.

The board shall file a request for approval with the department not later than November 1 of the preceding school year. The request shall include a listing of the savings and goals to be attained under the innovative school year subject to rules adopted by the department under chapter 17A. The department shall notify the districts of the approval or denial of pilot programs not later than the next following January 15.

A request to continue an innovative school year pilot project after its initial year also shall include an evaluation of the savings and impacts on the educational program in the district.

Participation in a pilot project shall not modify provisions of a master contract negotiated between a school district and a certified bargaining unit pursuant to chapter 20 unless mutually agreed upon.

4. The director of the department of education may grant a request made by a board of directors of a school district stating its desire to commence classes for regularly established elementary and secondary schools prior to the earliest starting date specified in subsection 1. A request shall be based upon the determination that a starting date on or after the earliest starting date specified in subsection 1 would have a significant negative educational impact.

**Section History: Early Form**

[R60, § 2023, 2037; C73, § 1724, 1727; C97, § 2773; S13, § 273; C24, 27, 31, 35, 39, § 4226; C46, 50, 54, 58, 62, 66, 71, 73, 75, 77, 79, 81, § 279.10]

**Section History: Recent Form**

83 Acts, ch 17, § 1, 3, 4; 85 Acts, ch 6, § 1, 2; 86 Acts, ch 1245, § 1467; 88 Acts, ch 1087, § 1; 88 Acts, ch 1259, § 1; 90 Acts, ch 1272, § 68; 94 Acts, ch 1020, § 1  
Referred to in § 256.20, 256F.4, 257.17, 299.1, 299.4

# The Florida Senate

## 2011 Florida Statutes

<u>Title XLVIII</u>	<b>Chapter 1001</b>
K-20 EDUCATION CODE	<b>K-20 GOVERNANCE</b>
	<a href="#">Entire Chapter</a>

**1001.42 Powers and duties of district school board.**— The district school board, acting as a board, shall exercise all powers and perform all duties listed below:

(1) **REQUIRE MINUTES AND RECORDS TO BE KEPT.**—Require the district school superintendent, as secretary, to keep such minutes and records as are necessary to set forth clearly all actions and proceedings of the school board.

(a) *Minutes, recording.*—The minutes of each meeting shall be reviewed, corrected if necessary, and approved at the next regular meeting, provided that this action may be taken at an intervening special meeting if the district school board desires. The minutes shall be kept as a public record in a permanent location.

(b) *Minutes, contents.*—The minutes shall show the vote of each member present on all matters on which the district school board takes action. It shall be the duty of each member to see to it that both the matter and his or her vote thereon are properly recorded in the minutes. Unless otherwise shown by the minutes, it shall be presumed that the vote of each member present supported any action taken by the district school board in either the exercise of, violation of, or neglect of the powers and duties imposed upon the district school board by law or rule, whether such action is recorded in the minutes or is otherwise established. It shall also be presumed that the policies, appointments, programs, and expenditures not recorded in the minutes but made and actually in effect in the district school system were made and put into effect at the direction of the district school board, unless it can be shown that they were done without the actual or constructive knowledge of the members of the district school board.

(2) **CONTROL PROPERTY.**—Subject to rules of the State Board of Education, control property and convey the title to real and personal property.

(3) **ADOPT SCHOOL PROGRAM.**—Adopt a school program for the entire school district.

(4) **ESTABLISHMENT, ORGANIZATION, AND OPERATION OF SCHOOLS.**—Adopt and provide for the execution of plans for the establishment, organization, and operation of the schools of the district, including, but not limited to, the following:

(a) *Schools and enrollment plans.*—Establish schools and adopt enrollment plans that may include school attendance areas and open enrollment provisions.

(b) *Elimination of school centers and consolidation of schools.*—Provide for the elimination of school centers and the consolidation of schools.

(c) *Adequate educational facilities for all children without tuition.*—Provide adequate educational facilities for all children without payment of tuition.

(d) *Cooperate with school boards of adjoining districts in maintaining schools.*—Approve plans for cooperating with school boards of adjoining districts in this state or in adjoining states for establishing school attendance areas composed of territory lying within the districts and for the joint maintenance of district-line schools or other schools which are to serve those attendance areas. The conditions of such cooperation shall be as follows:

1. **Establishment.**—The establishment of a school to serve attendance areas lying in more than one district and the plans for maintaining the school and providing educational services to students shall be effected by annual resolutions spread upon the minutes of each district school board concerned, which resolutions shall set out the territorial limits of the areas from which children are to attend the school and the plan to be followed in maintaining and operating the school.

2. **Control.**—Control of the school or schools involved shall be vested in the district school board of the district



in which the school or schools are located unless otherwise agreed by the district school boards.

3. Settlement of disagreements.—In the event an agreement cannot be reached relating to such attendance areas or to the school or schools therein, the matter may be referred jointly by the cooperating district school boards or by either district school board to the Department of Education for decision under rules of the State Board of Education, and its decision shall be binding on both school boards.

(e) *Classification and standardization of schools.*—Provide for the classification and standardization of schools.

(f) *Opening and closing of schools; fixing uniform date.*—Adopt policies for the opening and closing of schools and fix uniform dates; however, beginning with the 2007-2008 school year, the opening date for schools in the district may not be earlier than 14 days before Labor Day each year.

(g) *Observance of school holidays and vacation periods.*—Designate the observance of school holidays and vacation periods.

(h) *Career classes and schools.*—Provide for the establishment and maintenance of career schools, departments, or classes, giving instruction in career education as defined by rules of the State Board of Education, and use any moneys raised by public taxation in the same manner as moneys for other school purposes are used for the maintenance and support of public schools or classes.

(i) *District school boards may establish public evening schools.*—Have the authority to establish public evening schools.

(j) *Cooperate with other agencies in joint projects.*—Cooperate with other agencies in joint projects.

(k) *Planning time for teachers.*—May adopt rules for planning time for teachers in accordance with the provisions of chapter 1012.

(l) *Exceptional students.*—Provide for an appropriate program of special instruction, facilities, and services for exceptional students as prescribed by the State Board of Education as acceptable in accordance with the provisions of s. [1003.57](#).

(m) *Alternative education programs for students in residential care facilities.*—Provide, in accordance with the provisions of s. [1003.58](#), educational programs according to rules of the State Board of Education to students who reside in residential care facilities operated by the Department of Children and Family Services.

(n) *Educational services in detention facilities.*—In accordance with the provisions of chapter 1006, offer services to students in detention facilities.

(5) PERSONNEL.—

(a) Designate positions to be filled, prescribe qualifications for those positions, and provide for the appointment, compensation, promotion, suspension, and dismissal of employees, subject to the requirements of chapter 1012. A district school board is encouraged to provide clerical personnel or volunteers who are not classroom teachers to assist teachers in noninstructional activities, including performing paperwork and recordkeeping duties. However, a teacher shall remain responsible for all instructional activities and for classroom management and grading student performance.

(b) Notwithstanding s. [1012.55](#) or any other provision of law or rule to the contrary and consistent with adopted district school board policy relating to alternative certification for school principals, have the authority to appoint persons to the position of school principal who do not hold educator certification.

(6) STANDARDS OF ETHICAL CONDUCT FOR INSTRUCTIONAL PERSONNEL AND SCHOOL ADMINISTRATORS.—Adopt policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in s. [1012.01](#), to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. [39.203](#) and [768.095](#). A district school board, or any of its employees, may not enter into a confidentiality agreement regarding terminated or dismissed instructional personnel or school administrators, or personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide instructional personnel or

school administrators with employment references or discuss the personnel's or administrators' performance with prospective employers in another educational setting, without disclosing the personnel's or administrators' misconduct. Any part of an agreement or contract that has the purpose or effect of concealing misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student is void, is contrary to public policy, and may not be enforced.

(7) **DISQUALIFICATION FROM EMPLOYMENT.**—Disqualify instructional personnel and school administrators, as defined in s. [1012.01](#), from employment in any position that requires direct contact with students if the personnel or administrators are ineligible for such employment under s. [1012.315](#). An elected or appointed school board official forfeits his or her salary for 1 year if:

(a) The school board official knowingly signs and transmits to any state official a report of alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student and the school board official knows the report to be false or incorrect; or

(b) The school board official knowingly fails to adopt policies that require instructional personnel and school administrators to report alleged misconduct by other instructional personnel and school administrators, or that require the investigation of all reports of alleged misconduct by instructional personnel and school administrators, if the misconduct affects the health, safety, or welfare of a student.

(8) **STUDENT WELFARE.**—

(a) In accordance with the provisions of chapters 1003 and 1006, provide for the proper accounting for all students of school age, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students.

(b) In accordance with the provisions of ss. [1003.31](#) and [1003.32](#), fully support the authority of each teacher and school bus driver to remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom and the school bus and the authority of the school board to place such students in an alternative educational setting, when appropriate and available.

(9) **COURSES OF STUDY AND OTHER INSTRUCTIONAL MATERIALS.**—Provide adequate instructional materials for all students in accordance with the requirements of chapter 1006.

(10) **TRANSPORTATION OF STUDENTS.**—After considering recommendations of the district school superintendent, make provision for the transportation of students to the public schools or school activities they are required or expected to attend; authorize transportation routes arranged efficiently and economically; provide the necessary transportation facilities, and, when authorized under rules of the State Board of Education and if more economical to do so, provide limited subsistence in lieu thereof; and adopt the necessary rules and regulations to ensure safety, economy, and efficiency in the operation of all buses, as prescribed in chapter 1006.

(11) **SCHOOL PLANT.**—Approve plans for locating, planning, constructing, sanitating, insuring, maintaining, protecting, and condemning school property as prescribed in chapter 1013 and as follows:

(a) *School building program.*—Approve and adopt a districtwide school building program.

(b) *Sites, buildings, and equipment.*—

1. Select and purchase school sites, playgrounds, and recreational areas located at centers at which schools are to be constructed, of adequate size to meet the needs of projected students to be accommodated.

2. Approve the proposed purchase of any site, playground, or recreational area for which district funds are to be used.

3. Expand existing sites.

4. Rent buildings when necessary.

5. Enter into leases or lease-purchase arrangements, in accordance with the requirements and conditions provided in s. [1013.15](#)(2), with private individuals or corporations for the rental of necessary grounds and educational facilities for school purposes or of educational facilities to be erected for school purposes. Current or other funds authorized by law may be used to make payments under a lease-purchase agreement. Notwithstanding any other statutes, if the rental is to be paid from funds received from ad valorem taxation and the agreement is for a period greater than 12 months, an approving referendum must be held. The provisions of such contracts, including

building plans, shall be subject to approval by the Department of Education, and no such contract shall be entered into without such approval. As used in this section, “educational facilities” means the buildings and equipment that are built, installed, or established to serve educational purposes and that may lawfully be used. The State Board of Education may adopt such rules as are necessary to implement these provisions.

6. Provide for the proper supervision of construction.
7. Make or contract for additions, alterations, and repairs on buildings and other school properties.
8. Ensure that all plans and specifications for buildings provide adequately for the safety and well-being of students, as well as for economy of construction.

(c) *Maintenance and upkeep of school plant.*—Provide adequately for the proper maintenance and upkeep of school plants, so that students may attend school without sanitary or physical hazards, and provide for the necessary heat, lights, water, power, and other supplies and utilities necessary for the operation of the schools.

(d) *Insurance of school property.*—Carry insurance on every school building in all school plants including contents, boilers, and machinery, except buildings of three classrooms or less that are of frame construction and located in a tenth class public protection zone as defined by the Florida Inspection and Rating Bureau, and on all school buses and other property under the control of the district school board or title to which is vested in the district school board, except as exceptions may be authorized under rules of the State Board of Education.

(e) *Condemnation of buildings.*—Condemn and prohibit the use for public school purposes of any building that can be shown for sanitary or other reasons to be no longer suitable for such use and, when any building is condemned by any state or other government agency as authorized in chapter 1013, see that it is no longer used for school purposes.

(12) **FINANCE.**—Take steps to assure students adequate educational facilities through the financial procedure authorized in chapters 1010 and 1011 and as prescribed below:

(a) *Provide for all schools to operate 180 days.*—Provide for the operation of all public schools, both elementary and secondary, as free schools for a term of 180 days or the equivalent on an hourly basis as specified by rules of the State Board of Education; determine district school funds necessary in addition to state funds to operate all schools for such minimum term; and arrange for the levying of district school taxes necessary to provide the amount needed from district sources.

(b) *Annual budget.*—Cause to be prepared, adopt, and have submitted to the Department of Education as required by law and rules of the State Board of Education, the annual school budget, such budget to be so prepared and executed as to promote the improvement of the district school system.

(c) *Tax levies.*—Adopt and spread on its minutes a resolution fixing the district school tax levy, provided for under s. 9, Art. VII of the State Constitution, necessary to carry on the school program adopted for the district for the next ensuing fiscal year as required by law, and fixing the district bond interest and sinking fund tax levy necessary for districts against which bonds are outstanding; and adopt and spread on its minutes a resolution suggesting the tax levy provided for in s. 9, Art. VII of the State Constitution, found necessary to carry on the school program adopted for the district for the next ensuing fiscal year.

(d) *School funds.*—Require that an accurate account is kept of all funds that should be transmitted to the district school board for school purposes at various periods during the year from all sources and, if any funds are not transmitted promptly, take the necessary steps to have such funds made available.

(e) *Borrow money.*—Borrow money, as prescribed in ss. [1011.12-1011.16](#), when necessary in anticipation of funds reasonably to be expected during the year as shown by the budget.

(f) *Financial records and accounts.*—Provide for keeping of accurate records of all financial transactions.

(g) *Approval and payment of accounts.*—Implement a system of accounting and budgetary control to ensure that payments do not exceed amounts budgeted, as required by law; make available all records for proper audit by state officials or independent certified public accountants; and have prepared required periodic statements to be filed with the Department of Education as provided by rules of the State Board of Education.

(h) *Bonds of employees.*—Fix and prescribe the bonds, and pay the premium on all such bonds, of all school employees who are responsible for school funds in order to provide reasonable safeguards for all such funds or

property.

(i) *Contracts for materials, supplies, and services.*—Contract for materials, supplies, and services needed for the district school system. No contract for supplying these needs shall be made with any member of the district school board, with the district school superintendent, or with any business organization in which any district school board member or the district school superintendent has any financial interest whatsoever.

(j) *Purchasing regulations to be secured from Department of Management Services.*—Secure purchasing regulations and amendments and changes thereto from the Department of Management Services and prior to any purchase have reported to it by its staff, and give consideration to the lowest price available to it under such regulations, provided a regulation applicable to the item or items being purchased has been adopted by the department. The department should meet with educational administrators to expand the inventory of standard items for common usage in all schools and postsecondary educational institutions.

(k) *Protection against loss.*—Provide for adequate protection against any loss or damage to school property or loss resulting from any liability for which the district school board or its officers, agents, or employees may be responsible under law. In fulfilling this responsibility, the district school board may purchase insurance, to be self-insured, to enter into risk management programs managed by district school boards, school-related associations, or insurance companies, or to have any combination thereof in any area to the extent the district school board is either authorized or required by law to contract for insurance. Any risk management program entered into pursuant to this subsection shall provide for strict accountability of all funds to the member district school boards and an annual audit by an independent certified public accountant of all receipts and disbursements.

(l) *Internal auditor.*—May employ an internal auditor to perform ongoing financial verification of the financial records of the school district. The internal auditor shall report directly to the district school board or its designee.

(m) *Financial and performance audits.*—In addition to the audits required by ss. [11.45](#) and [218.39](#), may contract with an independent certified public accountant to conduct a financial or performance audit of its accounts and records retained by it and paid from its public funds.

(13) **RECORDS AND REPORTS.**—Provide for the keeping of all necessary records and the making of all needed or required reports, as follows:

(a) *Forms, blanks, and reports.*—Require all employees to keep accurately all records and to make promptly in the proper form all reports required by law or by rules of the State Board of Education.

(b) *Reports to the department.*—Require that the district school superintendent prepare all reports to the Department of Education that may be required by law or rules of the State Board of Education; see that all such reports are promptly transmitted to the department; withhold the further payment of salary to the superintendent or employee when notified by the department that he or she has failed to file any report within the time or in the manner prescribed; and continue to withhold the salary until the district school board is notified by the department that such report has been received and accepted, provided that when any report has not been received by the date due and after due notice has been given to the district school board of that fact, the department, if it deems necessary, may require the report to be prepared by a member of its staff, and the district school board shall pay all expenses connected therewith. Any member of the district school board who is responsible for the violation of this provision is subject to suspension and removal.

(c) *Reports to parents.*—Require that, at regular intervals, reports are made by school principals or teachers to parents, apprising them of the progress being made by the students in their studies and giving other needful information.

(14) **COOPERATION WITH OTHER DISTRICT SCHOOL BOARDS.**—May establish and participate in educational consortia that are designed to provide joint programs and services to cooperating school districts, consistent with the provisions of s. 4(b), Art. IX of the State Constitution. The State Board of Education shall adopt rules providing for the establishment, funding, administration, and operation of such consortia.

(15) **ENFORCEMENT OF LAW AND RULES.**—Require that all laws and rules of the State Board of Education or of the district school board are properly enforced.

(16) **SCHOOL LUNCH PROGRAM.**—Assume such responsibilities and exercise such powers and perform such

duties as may be assigned to it by law or as may be required by rules of the State Board of Education or, as in the opinion of the district school board, are necessary to ensure school lunch services, consistent with needs of students; effective and efficient operation of the program; and the proper articulation of the school lunch program with other phases of education in the district.

(17) PUBLIC INFORMATION AND PARENTAL INVOLVEMENT PROGRAM. —

(a) Adopt procedures whereby the general public can be adequately informed of the educational programs, needs, and objectives of public education within the district, including educational opportunities available through the Florida Virtual School.

(b) Adopt rules to strengthen family involvement and empowerment pursuant to s. [1002.23](#). The rules shall be developed in collaboration with school administrators, parents, teachers, and community partners.

(c) Develop and disseminate a parent guide to successful student achievement which addresses what parents need to know about their child's educational progress and how they can help their child to succeed in school.

(d) Develop and disseminate a checklist for parents to assist parents in becoming involved in their child's educational progress.

(e) Encourage teachers and administrators to keep parents informed of student progress, student programs, student attendance requirements pursuant to ss. [1003.26](#), [1003.27](#), [414.1251](#), and [984.151](#), and availability of resources for academic assistance.

(18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY. — Maintain a state system of school improvement and education accountability as provided by statute and State Board of Education rule. This system of school improvement and education accountability shall be consistent with, and implemented through, the district's continuing system of planning and budgeting required by this section and ss. [1008.385](#), [1010.01](#), and [1011.01](#). This system of school improvement and education accountability shall comply with the provisions of ss. [1008.33](#), [1008.34](#), [1008.345](#), and [1008.385](#) and include the following:

(a) *School improvement plans.* — The district school board shall annually approve and require implementation of a new, amended, or continuation school improvement plan for each school in the district.

(b) *Public disclosure.* — The district school board shall provide information regarding the performance of students and educational programs as required pursuant to ss. [1008.22](#) and [1008.385](#) and implement a system of school reports as required by statute and State Board of Education rule which shall include schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs, and for those schools, report on the elements specified in s. [1003.52](#)(19). Annual public disclosure reports shall be in an easy-to-read report card format and shall include the school's grade, high school graduation rate calculated without GED tests, disaggregated by student ethnicity, and performance data as specified in state board rule.

(c) *School improvement funds.* — The district school board shall provide funds to schools for developing and implementing school improvement plans. Such funds shall include those funds appropriated for the purpose of school improvement pursuant to s. [24.121](#)(5)(c).

(19) LOCAL-LEVEL DECISIONMAKING. —

(a) Adopt policies that clearly encourage and enhance maximum decisionmaking appropriate to the school site. Such policies must include guidelines for schools in the adoption and purchase of district and school site instructional materials and technology, the implementation of student health and fitness standards, staff training, school advisory council member training, student support services, budgeting, and the allocation of staff resources.

(b) Adopt waiver process policies to enable all schools to exercise maximum flexibility and notify advisory councils of processes to waive school district and state policies.

(c) Develop policies for periodically monitoring the membership composition of school advisory councils to ensure compliance with requirements established in s. [1001.452](#).

(d) Adopt policies that assist in giving greater autonomy, including authority over the allocation of the school's budget, to schools designated with a grade of "A," making excellent progress, and schools rated as having improved at least two grades.

(20) OPPORTUNITY SCHOLARSHIPS. — Adopt policies allowing students attending schools that have been



designated with a grade of “D” or “F” pursuant to s. [1008.34](#) and that are in one of the two lowest-performing categories pursuant to s. [1008.33](#) to attend a higher-performing school in the district or any other district in the state, in conformance with s. [1002.38](#) and State Board of Education rule.

(21) **AUTHORITY TO DECLARE AN EMERGENCY.**—May declare an emergency in cases in which one or more schools in the district are failing or are in danger of failing and negotiate special provisions of its contract with the appropriate bargaining units to free these schools from contract restrictions that limit the school’s ability to implement programs and strategies needed to improve student performance.

(22) **SCHOOL-WITHIN-A-SCHOOL.**—In order to reduce the anonymity of students in large schools, adopt policies to encourage any large school to subdivide into schools-within-a-school that shall operate within existing resources in accordance with the provisions of chapter 1003.

(23) **FLORIDA VIRTUAL SCHOOL.**—Provide students with access to courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during and after the normal school day and through summer school enrollment.

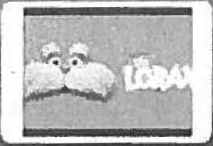
(24) **EMPLOYMENT CONTRACTS.**— A district school board may not enter into an employment contract that requires the district to pay from state funds an employee an amount in excess of 1 year of the employee’s annual salary for termination, buyout, or any other type of contract settlement. This subsection does not prohibit the payment of earned leave and benefits in accordance with the district’s leave and benefits policies which were accrued by the employee before the contract terminates.

(25) **ADOPT RULES.**—Adopt rules pursuant to ss. [120.536](#)(1) and [120.54](#) to implement this section.

**History.**—s. 55, ch. 2002-387; s. 3, ch. 2003-118; s. 29, ch. 2003-391; s. 27, ch. 2004-41; s. 3, ch. 2004-255; s. 8, ch. 2004-333; s. 71, ch. 2004-357; s. 11, ch. 2006-74; s. 9, ch. 2008-108; s. 2, ch. 2009-3; s. 6, ch. 2009-59; s. 2, ch. 2009-144; s. 198, ch. 2010-102; s. 2, ch. 2011-128; s. 2, ch. 2011-175.

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## Texas schools' later start means big savings on utilities

Schools' later start is saving big bucks

Since mandate, energy bills have fallen by millions

By Jennifer Radcliffe | August 21, 2008

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Texas public school leaders may still be fuming about the legislative mandate that delayed the start of the school year until the last week of August, but advocates point to lower utility bills as a sign that lawmakers made the right choice.

In the first year, schools statewide appear to have saved millions of dollars in August utility bills. The Houston Independent School District's monthly payment to Reliant Energy, for example, dropped almost \$200,000 between August 2006 and August 2007. Officials attribute about \$66,000 of the savings to lower electricity costs.

HISD spends about \$57 million a year on electricity, meaning \$66,000 is a slight savings, officials said. And they said some of the savings probably were erased by extra days in May and June, but they couldn't provide the figures.

Some districts reported using half as much energy in August 2007 as in past Augusts, according to records provided by some of Texas' largest school systems.

And the later start date has been popular among parents, who remember an era when the school year started after Labor Day.

"I'm happy to see Texas schools saving money," said Sen. Eddie Lucio Jr., D-Brownsville. "The fourth Monday in August is really, in my opinion, family-friendly, and it's putting money in our classrooms."

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### Districts used waivers

Before the law took effect last year, most Texas school districts got waivers to start the year in early or mid-August. School districts adamantly opposed the later start date, saying it didn't allow enough time to prepare students for the Texas Assessment of Knowledge and Skills or to administer final exams before Christmas break.

They're even discounting the apparent savings on utility bills.

"I can't say the delayed start date didn't have an effect, but there's obviously other variables," HISD controller Ken Huewitt said.

### Searching for Texas School Start Date 2013?

San Antonio parent Tina Bruno, head of the Coalition for a Traditional School Calendar, said she's not surprised that school officials are dismissing the savings.

"The school districts were so against having a uniform start date that they're not ever going to admit there's any benefit," Bruno said. "When you look at August-to-August utility bills, there were savings, even though electricity rates went up. This was a smart move."

Indeed, the Texas Association of School Boards is discussing lobbying the Legislature to reverse the law when it convenes in January. Each school district should have a say in setting its calendar, officials said.

"The tourism industry pushed very hard — and successfully — to move the school start date later in the year to no sooner than the last Monday of August," said TASB spokesman Dax Gonzalez. "The argument was that cities would benefit from increased sales taxes. ... Meanwhile, districts have less time to prepare for TAKS, and midyear holidays must be truncated or eliminated altogether."

School calendars should be driven by academics, not finances, said John Brooks, head of the University of North Texas' principal certification program.

"I really think the Legislature would be well-advised to give local boards the opportunity to set their start times," he said.



### 75 degrees for students

But the new law also keeps children at home during one of the hottest times of the year. With electric rates climbing quickly, Pasadena school district spokeswoman **Candace Ahlfinger** said she's sure that bills would have been higher under the old calendar.

The district keeps thermostats at 75 degrees when students are in the building and 80 degrees when they are not.

Like most suburban Houston districts, Pasadena has added new schools and is experiencing higher rates — other factors that would have further inflated August utility bills.

State Rep. **Rob Eissler**, R-The Woodlands, said he's not surprised that districts, even those that are financially strapped, aren't celebrating the savings. They don't like being told what to do, he said.

"I understand why they're not happy. I do. But in the Legislature, you have to look at the bigger picture," he said. "If you can subtract some August days from your air conditioning bill, you can't help but to save money."

*jennifer.radcliffe@chron.com*

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## School Start Date

For more than two decades, the Texas Legislature and school districts have been wrestling over the authority to set the school year calendar. School districts want to start early in August in order to maximize the number of instructional days available before the state assessments are administered in December, March, and May. The tourism industry wants to postpone the start of school until after Labor Day in order to maximize summer tourism and the availability of a high school labor force during the summer months.

Passed in 2006, current law prohibits school districts from starting school before the fourth Monday in August, unless they operate on a year-round basis. In 2011, the Legislature created a narrow exception, allowing certain campuses in Houston ISD that are undergoing comprehensive reform and serve a majority of economically disadvantaged students to start on or after the first Monday in August.<sup>1</sup>

### Background

In 1984, House Bill 72 prohibited Texas schools from starting before September 1. Six years later, the Legislature repealed the uniform school start date and allowed school boards to establish a local school start date as long as the required number of instructional days were preserved.<sup>2</sup>

In 1995, the Legislature substantially revised the laws governing public education but preserved school board control over the school start date. In 1997 and again in 1999, legislation to establish a September 1 uniform school start was filed but did not pass.

In short, between 1990 and 2001, school districts determined when school would start and end. Most schools started in early to mid-August.

The tourism industry continued to argue for a uniform, post-Labor Day school start date. In 2001, the Legislature prohibited schools from starting earlier than the third week of August but allowed districts to apply to the commissioner of education for a waiver upon meeting certain public notice and hearing requirements. Contending that the waiver provision had rendered the uniform start date meaningless, in 2006, the Legislature prohibited Texas schools from starting before the fourth Monday in August, unless the district operates a year-round school system, and eliminated waivers.

### Challenges Posed by the Uniform School Start Date

Texas school districts must provide 180 instructional days per school year. Staff development and holidays (not including winter break) account for 20 school days during a typical school year. School boards must juggle those legal requirements along with the state's instructional mandates and local communities' demands to develop a school calendar that maximizes the amount of instructional time available for students.

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<sup>1</sup> Texas Education Code (TEC) § 25.0811.

<sup>2</sup> TEC § 25.081 requires districts to provide at least 180 instructional days per school year, except under certain prescribed circumstances, such as a year-round school year or when the education commissioner reduces the number of required instructional days due to a disaster that causes schools to close.

Starting school in late August makes it difficult to achieve fall and spring semesters of roughly equal length, which is academically optimal. To achieve this, school boards typically are forced to shorten the Thanksgiving and/or Christmas break or end the fall semester in January, after the winter break. None of those choices increase the amount of meaningful instructional time for the following reasons:

- Reducing or eliminating Thanksgiving or Christmas break interrupts family vacations and are thus, not acceptable choices to many parents. .
- Alternatively, ending the fall semester in January reduces the number of instructional days available during the spring semester. This disadvantages students who take a one-semester course in spring, as they have fewer days of instruction before their end-of-course test. It also disadvantages students enrolled in a two-semester course, as the more rigorous part of the course is presented during the spring semester.

Postponing the state testing dates until later in May to provide more instructional days is not a viable alternative. The Advanced Placement and International Baccalaureate exam schedules are set nationally. Further, the Texas Education Agency has little flexibility in the state assessment testing dates because of subsequent statutory deadlines that are dependent upon students' results on those tests.

State law requires districts to provide remedial instruction and multiple retesting opportunities for students who do not pass the state assessments. Accommodating those mandates within a school year that begins in late August is generally not possible, thus forcing districts to provide summer school. Districts receive no state funding for summer school.

The current uniform school start date creates a misalignment between school district calendars and the calendars of the local community colleges and universities where students and teachers enroll in summer and dual-credit courses.

### **83rd Legislative Session**

Whether school boards or the tourism industry should control when school starts is a perennial debate. However, the new state assessment and accountability laws will make it necessary once again for the Legislature to consider the positive and negative effects of the late August uniform school start date.

## **School start date has no bearing on tourism**

By SCOTT POWELL Ledger Staff Writer [spowell@gaffneyledger.com](mailto:spowell@gaffneyledger.com)

*The Gaffney Ledger*, February 18, 2013

A uniform start date of late August for school districts in South Carolina has not increased tourism since the law went into effect in 2007, according to a study released Friday by the Olde English Consortium.

Local school districts were able to choose their own opening date for schools until a state law went into effect for the 2007-2008 school year.

Citing the tourism industry's concerns about early school start dates, state lawmakers created a uniform start date for all 85 school districts. The law now mandates schools cannot open before the third Monday in August.

Cherokee County students will start classes Aug. 20 for the 2013-2014 school year, which is the earliest time allowed under state law.

State law was changed after the Travel and Tourism Industries issued a Morse Report that argued earlier start dates in schools created shorter summers and were a factor in declining August hotel occupancy rates from 1997-2002. The tourism report suggested school calendars were a factor in a decline in tourism indicators.

"We believe that the start dates of schools have no bearing on the strength of the tourism industry and that elected school boards should make such decisions representing their community," Olde English Consortium Executive Director Michael Fanning said.

The OEC released a report Friday that examined hotel occupancy rates and other tourism data since the uniform school start date took effect. The nonprofit education group serves school districts in Cherokee, Chester, Clover, Fairfield, Lancaster and York, and the University of South Carolina at Lancaster.

Before the uniform start date, the OEC found hotel occupancy rates declined in August from 64.6 percent in 2005 to 63.7 percent in 2006. This was offset by a hotel revenue increase in May when the occupancy rates went from 62.4 percent in 2005 to 64.1 percent in 2006.

South Carolina hotel occupancy rates were 1.1 percent behind national figures (63.2 percent vs. 64.3 percent) between 2005- 2007. Since the uniform start date took effect in 2008, the OEC found the gap in hotel occupancy rates between May and August has more than doubled to 2.6 percent.

"The August tourism boom predicted by the Morse Report has simply not taken shape," Fanning added. "The occupancy data suggests that little correlation exists between school start dates and hotel occupancy in the summer months, and is a net negative."

The Olde English Consortium has shared its research study with a group of lawmakers, including state House Reps. Dennis Moss and Steve Moss. Fanning said the consortium hopes the study will lead lawmakers to consider changing the uniform start date law.

The “third Monday” legislation resulted in the 2012-2013 school year having the latest start date in the past six years, as school districts across South Carolina could not start classes before Aug. 20. If left unchanged, the start date would be pushed back even further in August of 2016.

“This change has made it virtually impossible for schools across the state to complete the first semester prior to winter break and has reduced the number of instructional days before students take high-stakes standardized testing in the spring,” Fanning said. “The law changed in an effort to boost tourism with little concern for its impact to students and the educational process in South Carolina.”

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***Belle Plaine Herald***

1/28/2014 3:39:00 PM

**Area Boards Want State OK to Start School Before Labor Day  
B.P.'s Smith, Lawmakers Back Early Start to Improve Academics**

When the Belle Plaine School Board met in a planning retreat earlier this month, improving academic performance and implementation of a 1 to 1 technology plan to help students earn better grades were among the main topics.

But another idea for improving academic performance and grades on standardized tests is starting school earlier than the traditional day after Labor Day.

One of the ways to improve performance on statewide mandated tests could involve more time preparing for the exams through starting school before the holiday weekend. Just how early the districts may ultimately want to start the school year before the traditional end-of-summer holiday weekend is to be determined.

A group of school districts in the Minnesota River Valley south and southeast of Belle Plaine and the Minnesota River Conference is pushing for legislation to permit them to start before the Labor Day holiday. This would give students time to get back into the swing of things academically after the summer break and prepare for the exams.

Currently, state law prohibits schools to begin before Labor Day without a state OK.

The Minnesota Department of Education has required windows of time during which the Minnesota Comprehensive Assessments (MCAs) can be administered. School officials believe additional time preparing students for those exams – be it a few days or a week or two – could help improve scores.

*Change the Law*

Area school districts in the Minnesota River Valley, including St. Peter, Le Sueur-Henderson and Tri-City United, are supporting legislation permitting them to start before Labor Day when the legislature returns to St. Paul later this month.

Smith likewise supports the district's right to start the school year when it wants to and not by a formula at least partially rooted in agrarian tradition.

Sen. Kevin Dahle, DFL-Northfield, has supported legislation allowing districts to start school at a date of their selection. Dahle, a teacher when the legislature is not in session, said strong opposition comes from lobbyists representing the state's tourism industry.

"I believe local school districts, with community input, should have the final say in those decisions," Dahle said.

Rep. Kelby Woodard, R-Belle Plaine, also supports the idea of districts being able to select their own start date. His district includes portions of southern Scott and eastern Le Sueur counties, including Le Center.

"I am optimistic that this change can be made in the next session," he said, "but the odds

are not good due to the strong opposition of groups such as the resort owners.”

St. Peter School District Superintendent Rich Olson, Le Sueur-Henderson Superintendent Rich Hanson and TCU Superintendent Teri Preisler see the start date as a matter of local control districts are pursuing legislatively. They are supporting legislation that permits local school districts to select their own start dates.

Smith agrees with the idea of local control. Although the Belle Plaine School Board has not formally taken a position on the legislation. Smith believes it is a potential benefit for academic performance and improved test scores.

With board approval, Belle Plaine could start the school year before Labor Day even if the other districts in the SouthWest Metropolitan Learning Cooperative decided to follow tradition and start after Labor Day.

Keith Kottke, superintendent of the Springfield, Minn. School District said scores on MCA II and MCA III standardized exams have seen improvement since the district and its 610 students in kindergarten through 12th grades began starting the school year two weeks before Labor Day. The district is in its fourth year of an early opening day.

In 2010, half the Springfield district's seventh-graders were proficient in the MCA II math exam. Last year on the MCA III math tests, 72 percent of the district's seventh-graders achieved proficiency. The district finished just ahead of the state average in the MCA III exam in science. Its overall proficiency rate jumped from 39 to 63 percent since 2010. The district has also seen its rate of graduation slowly increase, from 87 percent of the Class of 2010 to 93 percent of the Class of 2013.

Kottke also believes the at-risk students significantly benefit academically from an earlier start.

Part of the improvement on exams is that overall academics are the result of more time for staff professional developments. The Springfield School District works with neighboring school districts.

Proponents say another facet of starting earlier is the alignment of a school calendar. An earlier start could potentially allow the semester to end at the holiday break in December. Currently, the semester ends just after students return from the holiday break. The earlier start also aligns better for students earning college credits through post-secondary enrollment option (PSEO) and college in the schools (CIS) courses.



## Minnesota's school start date spurs fights

Article by: KELLY SMITH

Star Tribune

January 20, 2013 - 9:49 PM

More schools across Minnesota are petitioning to begin their school year before Labor Day, pitting the tourism industry parents against schools that want to give students more time to prepare for crucial state and national exams.

Parents in Northfield quashed a proposal last week to start school Aug. 13, saying it would conflict with the State Fair a programs like 4-H. In Edina, more than 200 parents are protesting a calendar shift to start in August that will be discuss this week, saying it infringes on valuable family time. And in Le Sueur, schools are preparing for a similar fight this mon

Nationwide, Minnesota is one of only three states that mandate the post-Labor Day school start. Education lobbyists ha said they'll push again at the State Capitol this year to let school districts adopt their own calendars. Given the perennia debate, some school leaders say it's about time.

"To be locked in an agrarian calendar is not going to serve our state well," Edina Superintendent Ric Dressen said, citir competitive nature of education. "I recognize the value of tourism. But we have to put our kids first."

Across Minnesota, 59 school districts won state approval to have one or more schools start before Labor Day this year. That's up from 21 in 2003, according to data from the state Department of Education.

State statute requires the post-Labor Day start. To get state approval to be exempt, a district has to submit a waiver for learning-related reasons such as having a four-day school week or needing an earlier start on spring construction proje \$400,000 or more.

### Tourism vs. test prep

In Wisconsin and Iowa, schools aren't supposed to start before Sept. 1, but in Iowa, about 98 percent of districts have waivers to start in August. (While the Minnesota State Fair runs late August through Labor Day, Wisconsin's state fair o starts the first week of August and Iowa's often starts the second week.)

"It's always a contentious issue for schools," said Kirk Schneidawind of the Minnesota School Boards Association, whic push again this year to change the statute. "And that's where the debate should be had. School boards should be able a start time for their school district."

A 2008 survey by his group showed that 72 percent of school districts would start before Labor Day (Sept. 2 this year) i given the option. But if that happens, Dan McElroy, who represents the state advocacy group for resorts and campgrou counters that it would mean higher costs to consumers because the 10-week prime period for resorts would be shorten His group and several others including the State Fair are preparing to fight this year to keep the law in place.

"It is highly disruptive to the economy to go away from that tradition," he said of the decades-old post-Labor Day school

Last year, a University of Minnesota Tourism Center study concluded that starting school before Labor Day decreases chances by 50 percent that families will take a trip in August or September, and 30 percent across the summer. And at State Fair, officials expect a drop in attendance if more schools start in August.



In Northfield, nearly 300 people signed a petition and some 50 parents and students lobbied last week against the early start proposal. While tourism officials project economic losses associated with an August start, Northfield Superintendent Chris Richardson counters that there's no research showing a benefit to schools' starting after Labor Day.

"There's really no educational philosophy or research behind that to say that's the right start date," said Richardson, who pushed for the Aug. 13 start to split the semesters evenly by the winter holidays.

#### Edina parents rally

In Edina this week, parents are rallying in hopes of preventing the district's proposal. District leaders are meeting Wednesday to discuss possibly postponing the August start date. As of now, the proposal lists a start date of Aug. 26 in 2013, but a decision won't come until the school board meets Jan. 28. If it's approved, the district would apply under the construction exemption, citing upgrades to things like ventilation and parking lots.

The number of school days would stay the same and the change would keep Edina's calendar in line with nearby private schools, including Breck, Blake and Benilde-St. Margaret's. Dressen added that the extra week of preparation could boost standardized and advanced-placement (AP) test scores.

"I personally think it's a better time of learning in the middle of August than June," he said. "We compete nationally and school districts throughout the United States start in August. Having five extra days [before tests] would be a value for learning."

#### Study: Early start helps

A 2008 study looking at the effect on Wisconsin schools of starting in August or September showed that the extra time to prepare for exams did boost math scores among fourth-graders.

But Edina parents like Roger Erny aren't convinced. With three elementary students, Erny said it's not fair to alter a calendar for the district's 8,300 students just to address the 1,000 high school students who take the AP exams and already score well on tests.

"You're impacting 100 percent of families with school-age children, but you're only doing it for 10 percent of the population," Erny said.

The district has gotten more than 100 e-mails from parents, mostly against a pre-Labor Day start, and a petition asking to keep summer family time has gathered more than 200 signatures. Parent Chris Rofidal said he could be swayed to support the proposal if the year had fewer vacation days and ended before Memorial Day so his family would have at least one holiday book-ending the summer.

"Labor Day is like your last swan song; it's your last chance to go to the cabin," said Rofidal, who has two daughters in the district. "Minnesota summers are pretty precious."

Kelly Smith • 612-673-4141 Twitter: @kellystrib

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## **The Roanoke Times**

### **Va. Senate panel protects post-Labor Day school law**

RICHMOND – To the relief of tourist destinations like Virginia Beach, state law specifying a post-Labor Day start to the school year appears safe for another year.

The Senate Education and Health Committee Thursday rejected two House of Delegates bills that would have allowed school divisions to determine when the school calendar can commence.

Existing law specifies that school divisions must start the instructional year after Labor Day, though localities can receive waivers.

Thursday, the Senate committee spiked two bills – HB 1319 and HB 1467 – to give school divisions more say in when they welcome back students from summer break.

Del. Don Merricks, R-Pittsylvania County, offered HB 1319 to allow exempt the cities of Danville and Martinsville as well as Pittsylvania and Henry counties from the Labor Day rule.

Sen. Steve Newman, R-Lynchburg, reminded Merricks that despite the failure of his bill the Senate budget included language to renew for another year state Labor Day waivers granted to local school divisions.

This year, 78 of Virginia's 132 school divisions have waivers to open schools before Labor Day, according to the state Department of Education.

Legislation proposed by Del. Thomas "Tag" Greason, R-Loudoun County, was more expansive – his HB 1467 would have given school divisions across the state freedom to set their own start dates.

Both were defeated in the committee which recently killed SB 1099 from Sen. Ralph Smith, R-Bedford County, to strike the Labor Day language from the law.

Todd Jackson, February 14, 2013

<http://blogs.roanoke.com/politics/2013/02/14/va-senate-panel-protects-post-labor-law/>

## Delegates offer new approaches to Labor Day school debate

BY OLYMPIA MEOLA

Richmond Times-Dispatch | Posted: Monday, February 3, 2014 4:57 pm

Members of the House of Delegates are trying new ways to approach a perennial debate.

Two lawmakers have offered paths to give schools flexibility from Virginia's mandate that schools start classes after Labor Day.

For years, education groups have lined up on one side of the debate, arguing that a quality education should trump dollars and cents and that starting earlier would allow more instructional time ahead of high-stakes tests.

In the other corner are the tourism, travel and retail associations, which argue that taking a bite out of the end of summer could sap hundreds of millions of dollars in economic activity.

The House Education Committee on Monday advanced three proposals, two that take a different approach.

Del. Chris Stolle, R-Virginia Beach, wants to allow a division to open a school early if that school has failed to achieve full accreditation. The entire division could set its own calendar if more than 15 percent of all of its schools have failed to achieve full accreditation status.

Stolle has said his House bill 577 would give schools the option to shift to a year-round calendar.

"We've talked a lot about actually taking schools away from localities," Stolle told a subcommittee last week. "We need to give them the tools to function without going through unnecessary steps to get that done."

House bill 610, brought by Del. Roxann L. Robinson, R-Chesterfield, would allow schools to set their own start dates but requires that they give students a five-day weekend for the Labor Day holiday.

Schools could either close the Thursday before Labor Day through the holiday or close the Friday before through the day after Labor Day.

Representatives of chambers of commerce and the tourism industry have told lawmakers that they prefer how the state currently handles the school calendar.

If school divisions want to start before Labor Day they can request a waiver from the Department of Education for a “good cause,” which can include weather closings or if the schools share a program with another school that has a waiver.

Schools may also seek a waiver if they have an innovative program, including a year-round schedule, but the program must require an earlier opening date.

Kristian Havard, director of government affairs for the Virginia Hospitality & Travel Association, has noted that an early start for students means that teachers would go back even earlier and possibly also athletic teams, bands and others.

“Once school starts, it’s the traditional end to summer” she said Monday.

A study sponsored by the University of Minnesota Tourism Center that looked at travel patterns in five states, including Virginia, found that family trips of two-plus nights away from home dropped by 50 percent in August or September when schools started before Labor Day.

Del. Thomas A. “Tag” Greason, R-Loudoun, has House bill 333, which would give all school divisions the flexibility to set their own calendar. It also passed the Education committee on Monday.

Grace Dwyer, a Chesterfield County resident and student at Maggie L. Walker Governor’s School, asked the House Education Committee on Monday to support Robinson’s legislation.

She said the earlier start would give students more time to prepare for tests such as the Advanced Placement exams in May.

“It would make us more competitive with the private school students who have a lot more time to study for the AP exams in May for high school level and for the June SAT ... it would put us at a much higher level to compete with them,” she said.

Efforts to dump the post-Labor Day start date have failed in the past. Gov. Terry McAuliffe said last week on WRVA radio that he would be open to having certain struggling schools open year-round as a corrective measure, but that he did not generally support schools opening before Labor Day because of the multimillion-dollar economic impact it would have on the state’s tourism industry.

The House Education panel also passed House bill 1229 to delay the A-F school grading system to Oct. 1, 2015 and House bill 720 requiring schools to have a private, designated area for employees who are mothers to express milk for their child.

<http://wuwm/post/lawmakers-propose-changes-mandatory-school-start-law>

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1:00 AM WED JUNE 26, 2013

## Lawmakers Propose Changes in Mandatory School Start Law

By [MARTI MIKKELSON](#)

Debate over when the school year begins has resurfaced at the state capitol.

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A couple Republican lawmakers want public schools to set their own start dates.

Right now, Wisconsin law prohibits them from beginning before September.



Credit bcdixit, flickr

[Enlarge image](#)

School districts should decide when classes start, according to Rep. Jim Ott. Some legislators want to eliminate Wisconsin's mandatory school start law.

He says the current state mandate means public schools hold classes well into June – when students can miss out, on jobs and camps. Then the fall semester doesn't begin until after Labor Day.

"Many schools have a lot of activities going on, in some cases it seems like half the students are already back in the middle of August, whether it's for football or some other sport or activity the schools do and there's no reason why they should wait until after September 1 to commence classes," Ott says.

Ott says superintendents in his district have requested flexibility. He predicts the idea will win bipartisan support. At least one Democrat already favors the Republican plan - Rep. Mandela Barnes of Milwaukee.

"It's good to see the boomerang in policy coming back to local control because this session my Republican colleagues have gone against the grain with the local control mantra," Barnes says.

Barnes could foresee urban districts opting to start classes in late August, after many summer activities end, while districts dependent on farming and tourism might select a later start date.

Ed Lump says that's the problem – changes in parts of the state could cut short Wisconsin's profitable tourism season. Lump is president of the Wisconsin Restaurant Association.

"It would eliminate two or three of the best weeks and best weather that Wisconsin usually has from the tourism calendar. There's no question this will put a damper on restaurant sales because when school starts, family vacations stop and families are a big part of the travel business in Wisconsin," Lump says.

Lump says he fought hard to get the mandatory September start date through the Legislature in 2000.

"And it really hasn't caused any problems that we can see and we know at that time and I think still today that

it's very popular with parents that school start after the first of September," Lump says.

Lump notes that a couple attempts to change the law since 2000 went nowhere. The soonest the Legislature could consider Rep. Ott's proposal is September, because lawmakers are on summer break.

TACS: [WUWM News](#) [Wisconsin lawmakers](#) [Wisconsin school start dates](#) [Jim Ott](#) [Mandela Barnes](#)

## *Neighborhood News Service Milwaukee*

Scottie Lee Meyers, September 16, 2013

Milwaukee Public Schools and districts across Wisconsin are supporting bills to begin their school year before Sept. 1, pitting the powerful tourism industry against school administrators who want to give students more time to prepare for state and national tests.

The current law, enacted in 2002, prohibits public school districts from starting classes before Sept. 1. The Department of Public Instruction can approve a school board's request to start before the date only if it demonstrates "extraordinary reasons."

The new legislation, Assembly Bill 267, and its companion, Senate Bill 228, proposed by state Rep. Jim Ott (R-Mequon) and Sen. Alberta Darling (R-River Hills) respectively, would eliminate the prohibition and restore a school board's power to decide its own start date. If passed, the law would go into effect beginning the 2014-15 school year

Students start school on Sept. 4, 2012. (Photo by Kenya Evans)

"I have yet to hear from anyone associated with schools, whether administrators or board members, say that giving control over the start date back to local boards is not a good thing," Ott said.

The new legislation has received a warm welcome in Milwaukee. MPS spokesman Tony Tagliavia said as the district looks to improve student achievement, it believes start dates should not be determined by a sweeping state mandate.

"Local control over setting school start dates is something we have pushed for in the legislature and we are grateful that lawmakers are taking a look at this issue," Tagliavia stated in an email

State Sen. Lena Taylor co-sponsored the bills. Eric Peterson, Taylor's chief of staff, said the start date restriction has been a "long-burning fuse" for school officials, who have repeatedly tried to repeal it

State lawmakers from both parties have tried twice before to lift the start date restriction, but both times the legislation failed to reach the floor for a vote. The Assembly bill is in the transportation committee, and the Senate bill is being reviewed by the tourism committee, where it has died in the past

Because of the bipartisan support, Peterson thinks the third time's a charm. Ott isn't as optimistic.

"I'd say the chances of the bills passing are not real high," Ott said, adding that at the very least, he hopes the legislation will get a public hearing.

### **Tourism industry influence**

Wisconsin's tourism industry says the Sept. 1 school start date law has meant more valuable vacation time for families, more tax revenues for the state and its communities and more seasonal jobs for high school students.

The Tourism Federation of Wisconsin, a lobbying coalition for the state's tourism industry, said in a memo that in 2012 visitors spent \$3.3 billion between July and September, which is \$600 million more than they did between April and June.

“Removing the Sept. 1 school start date would clearly lead to less revenue for Wisconsin businesses during this peak season and less income for employees at a time when the economy is still recovering,” the memo states.

Tourism industry representatives say that the current law still allows local school boards and districts the flexibility to set their school calendar — selecting holiday breaks, staff development days and make-up snow days.

School administrators across the state say that many students involved in sports are already on campus in mid-August, and the mandatory September start date challenges districts to squeeze in 180 days of instruction into the academic calendar.

But maybe most importantly, an earlier start date allows students more time in the classroom before state and national exams in October. The Department of Public Instruction, which supports the new bills, had no data that shows a correlation, one way or the other, between school start dates and student performance.

Joe Quick, a government relations specialist for the Wisconsin Association of School Boards, said support for the bill will likely differ in tourist and non-tourist areas, and restoring local control at the individual school board level is important.

“It’s important that the decision is made locally to reflect what the interests and needs are of the local community. Saying every district must start after Sept. 1, there’s just no rhyme or reason to it,” Quick said.

Across Wisconsin, 17 school districts — some of which are individual charter schools, and all of which are located in Milwaukee County — won state approval to have one or more schools start early last school year, according to DPI records.

Two MPS high schools, Ronald Wilson Reagan College Preparatory and Rufus King International School, were granted waivers this year because of their participation in the international baccalaureate program.

Before 2002, the vast majority of Wisconsin’s school districts started classes in August. DPI records show that fewer than 15 percent of districts chose to start classes in September for the 2001 academic year.

Most MPS students started school this year on Sept. 3. In 2001, the year before the law changed, classes commenced on Aug. 23.

[www.milwaukeeens.org](http://www.milwaukeeens.org)



From the Baltimore Business Journal

:<http://www.bizjournals.com/baltimore/news/2013/03/28/maryland-hotels-improve-revenue.html>

Mar 28, 2013, 11:56am EDT

# Maryland hotels improve revenue, occupancy rates in 2012

Report shows demand for hotel rooms in the state strengthened



[Sarah Meehan](#)

Reporter- *Baltimore Business Journal*

[Email](#) | [Twitter](#) | [Google+](#)

Hotels and inns across Maryland saw a few more heads in beds in 2012, a new report from the **Maryland Office of Tourism Development** shows.

Lodging revenue across the state increased 3.4 percent in 2012, according to the bi-annual Maryland Lodging Monitor, based on data from Smith Travel Research. The report did not disclose specific dollar amounts.

The demand for rooms also increased 1.3 percent across the state, and overall occupancy rates rose 0.5 percent.

Hotel occupancy in Maryland was consistent with the country's 61.4 percent occupancy rate and the 61.8 percent regional occupancy rate. Baltimore City, Allegany, Baltimore, Cecil, Dorchester, Prince George's, Talbot, Washington, Wicomico and Worcester counties all saw higher occupancy rates over 2011.

The average room rate in Maryland was \$113.23 in 2012, higher than the national average of \$106.10 and lower than the \$116.61 regional average.

Washington County made the largest strides with a 9.3 increase in room demand, 12.1 percent increase in room revenue and 11.1 percent increase in hotel occupancy.

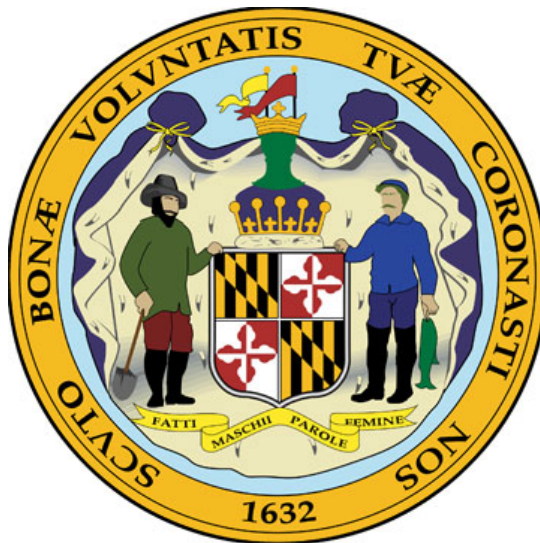
However, the percentage increase Maryland saw in lodging revenue was half that of the 7.3 percent national increase in room revenue.

Both the number of hotel rooms available and demand for them increased in overall Maryland during 2012, according to the report. Allegany, Calvert, Charles and Montgomery counties were the only counties that saw drops in demand for rooms since 2011.

Sarah covers hospitality/tourism, minority business, marketing and new media

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix X**



**June 2014**

**Task Force to Study a Post-Labor Day Start Date for MD Public Schools**  
**Minutes**  
**March 24, 2014**

**Welcome:** William Cappe, Chairman of the Task Force called the meeting to order at 1:02 PM with a quorum present. Mr. Cappe welcomed Task Force members and observers to the meeting.

**Attendance:** Eleven of the nineteen members were present at the start of the meeting with a total of fifteen members present by the end of the meeting.

**Approval of Minutes:** Mr. Cappe asked if after reviewing the minutes were there any changes to the minutes as presented. Since there were no changes the chair entertained a motion to approve the minutes as presented. A motion was made and seconded, and the minutes were approved by a voice vote. The approved minutes will be posted to the MSDE website.

**Review of Materials:** Sarah Spross reviewed with members important materials contained in their handouts:

- Worcester County *Dispatch* articles 1) dated February 6, 2014 which discusses Superintendent Jerry Wilson's opposition to changing the school calendar to a post-Labor Day start date. He said parent surveys indicate they are satisfied with the calendar now than when the school had a post-Labor Day start date; and 2) February 20, 2014 discusses the county's Board of Education vote to begin school after Labor Day for 2014. This is an example of current law allowing local school systems control over their calendar.
- Ryan Burbey suggested implementing a pilot program to the Task Force. Since Worcester County voted to begin school after Labor Day in 2014, it could possibly be considered for a pilot program.
- A chart outlining December through March inclement weather closings for all local school systems in 2013-2014.
- Task Force member Hale Harrison provided a link to the Visit Maryland website which includes the 2013 Tourism Development Annual Report.

Today's meeting provides the three work groups an opportunity to meet and discuss possible recommendations. Work groups will be given twenty minutes to present their findings to the full Task Force for discussion and questions at 2:30 PM. For the final report, work groups should submit their findings and recommendations via the thumb drive provided to each committee. That information should be submitted to Mr. Cappe via email by April 7<sup>th</sup> prior to the April 23<sup>rd</sup> meeting in order for the Task Force members to begin reviewing all information for the final report.

It was suggested as the work groups collect information to formulate their findings and recommendations they should refer to the original bill that outlines the charge of the Task Force. Additionally, should a motion be made at a future meeting, work groups can tailor their findings to support the motion. Mr. Cappe indicated he spoke with the Governor's office and it was reiterated that the Task Force's recommendation(s) should be "crisp" and supported by the work group findings.

A question was asked if local school systems requested a waiver in order to open Easter Monday. Mr. Cappe indicated five schools had asked and were granted that waiver. Mr. Cappe also advised that the State Board of Education will be meeting tomorrow, March 25<sup>th</sup>, to entertain the subject of waivers for this school year. A concern was voiced by the State Board of Elections in regard to the school year ending in late June since there is a primary election on June 25 and many schools are used as polling places and, therefore, are closed to students.

As one member suggested the system is designed to be malleable. There will always be outliers to contend with each year. Last year was the first time in forty years that Garrett County had a spring break. Each system deals with their hurdles and has done well. The shifting of five days shouldn't be that monumental – it won't change the face of education.

Someone asked if it would be helpful for the Task Force to review the last four years of closures since this year is such an anomaly; however, the 2009-2010 school closures are almost a mirror image to this year's closures. Mr. Cappe will share that information at the next Task Force meeting.

The work groups began meeting at approximately 1:26 PM.

The full Task Force reconvened at 2:30 PM and the following presentations were made by each small group:

#### **Work Group 1 – Education**

- Recommend that school systems should move forward to make sure 75% of facilities have air conditioning. Those school systems with less than 75% of their buildings with air conditioning would be exempt from the post-Labor Day start date until 2017 (Garrett County, Baltimore City and Baltimore County school systems).
- Recommend the state be able to amend the law in order to withdraw Easter Monday as a holiday.
- Request that local school systems submit their 2015-2016 (originally asked for 2014-2015 calendar) calendars for a post-Labor Day start date by May 15, 2014 in order for the work group to review any impact such a change may cause.
- Request that MSDE develop and implement a scientific statewide survey concerning a post-Labor Day start date.
- Request that local school systems allow unions to negotiate that teachers obtain professional development via experiences beyond the school provided professional development that contribute to their professionalism as instructors. Teachers could do this by showing proof of attendance and/or written description of the training, how students will benefit from their training, and how the teacher's instruction will improve.

#### ***Discussion:***

- Garrett County's climate is much different from the rest of the state so it may not need to air condition its facilities. Therefore, it may not be appropriate to include Garrett County in this recommendation. It was suggested that Baltimore City's 10 year plan may be able to address the air conditioning situation. A question was asked about paying for air conditioning.

- Most school system calendars have been approved for the 2014-2015 school year. One member stated that to review/change future calendars even creating a calendar for the Task Force, the entire calendar committee would have to assemble. By reviewing this calendar with a post-Labor Day start date, the work group can look at professional development dates and spring break dates. With the start date mandated to post-Labor Day, the work group could look at how the schools propose to condense their calendars to meet regulations and parent demands.

Mr. Cappe indicated school districts do not have to comply with requests from the Task Force. For the 2015-2016 school year, Labor Day does not start until September 7 which could factor in a variety of other issues. Anne Arundel County has a tentative calendar for the 2015-2016 school year, and it is listed on their website. Most school districts post future calendars on their websites. Members can go to the MSDE website and click on the local school systems to review future calendars posted.

It was reiterated again that the Task Force is not asking the schools to condense their calendar but to shift days. The concern again was brought up about the academic calendar and AP test dates as these dates are determined by the ETS and are not subject to change. It was suggested other states with post-Labor Day start dates have dealt with this situation, and it apparently has not impacted test scores.

- A scientific survey would benefit the Task Force as a whole, but realistically there is no funding provided for the Task Force. This would be a costly endeavor and time is limited.
- Teachers do outside professional development via college and university courses taken to meet certification requirements.

## **Work Group 2 - Economy**

- The group has developed an outline in which to present their final submission. It will discuss the legislation, the three areas of study, what the group was tasked to do, and a synopsis of resources and speakers that affected their recommendation(s).
- They are continuing to gather statewide data and will be constructing a map of the state to show how the state will be affected economically including such areas as Annapolis, Havre de Grace, battlefields, state parks, farming, agriculture, gaming, the horse industry, seafood industry, etc. They are looking for at least one item in every county and common theme(s) that may be common throughout the state.
- They are culling facts from the resources provided to the Task Force and from other outside sources.
- They will also cite opposing points-of-view.
- The focus to stay on the economy has been difficult as it is sometimes hard to separate the economy from tourism.
- Other issues to be considered include employment opportunities for teachers and students, impact on tourism and other industries.

***Discussion:***

- The work group asked Task Force members if there were any other areas that could be affected by the economic impact of a post-Labor Day start date they had not considered.
- It was suggested the group look at the economics of families. For example if the school year is extended will this affect a family's ability to transport students, afford summer school and other summer enrichment programs to make up for lost days.
- It was commented that the bigger push in these discussions for a post-Labor Day start date has been for industry and no one is paying attention to students and families.
- Rather than generating more new taxes and fees, a post-Labor Day start date could generate extra revenues which could be earmarked for education.

**Work Group 3 – Tourism**

They are:

- Compiling and scanning documents for their final report as they continue to review data, and the comptroller's office has information broken down by year as well as monthly concerning revenue generated from taxes.
- Reviewing Mr. Noonan's reports from South Carolina and Tennessee and the University of Michigan study on families and vacations.
- Reviewing information from Smith Travel for occupancy rates of hotels both monthly and weekly.
- Reviewing information concerning the Baltimore Aquarium and 6 Flags.

Once they have consolidated the numbers and compiled the data, they will make their recommendations.

***Discussion:***

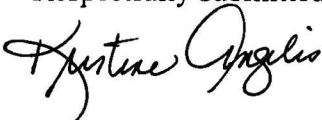
- Is the group looking at the Montgomery County corridor? The Smith Travel can be used to look at how tourism affects all counties.

**Other Business:**

- The next meeting of the Task Force will be April 23, 2014.
- Group recommendations/reports should be submitted to Mr. Cappe by April 7<sup>th</sup> so it can be presented and discussed at the next meeting. All items discussed during the meetings is public information; however, the written recommendations and report are confidential until the Governor's office reviews the information and releases it.

A motion to adjourn the meeting was made and seconded at 3:28 PM.

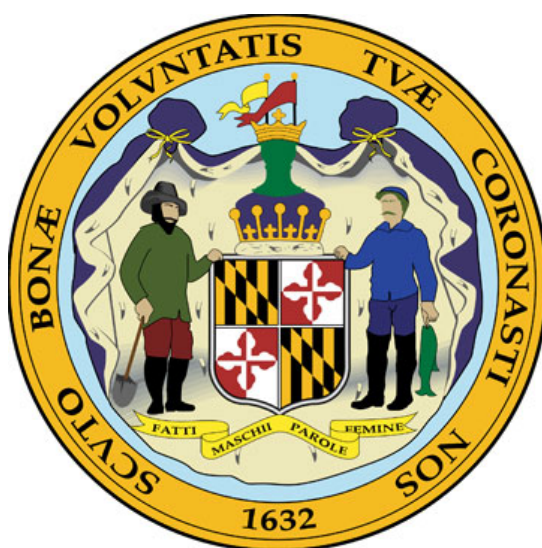
Respectfully submitted,



Kristine Angelis, Ph.D.  
Administrator

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix XI**



**June 2014**



# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

**Materials of Interest  
March 24, 2014 Meeting**

## **Materials of Interest by Speaker Provided at the February 5, 2014 Meeting**

**Mr. Randy Mickens, Organizational Specialist, Lobbyist Maryland State Education Association**

### **“Economic Impact of the Publicly Funded K-12 Education on the Eastern Shore of Maryland in FY 2013” Business Economic and Community Outreach Network at Salisbury University**

This document provides a summary of the total economic impact of K-12 education on the Shore. Type I impacts are based on the income boost graduates receive as they improve their education and Type II impacts are based on the ability of the jurisdiction to attract and retain families with skilled and/or professional workers who are net wealth creators. Overall, the report indicates that the return on investment of the public school systems on the Eastern Shore of Maryland is approximately 95% with an annual impact of nearly 2.6 Billion and over 31,000 jobs supported.

## **Various Newspaper Articles Concerning Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

### **“School Leader Explains to Tourism Officials Why He Opposes Change To Post-Labor Day Start,” the Dispatch, February 6, 2014**

Article reports that Dr. Jerry B. Wilson, Superintendent of Worcester County Public Schools was one (1) of twenty-four (24) superintendents that does not support a post-Labor-Day start date for public schools. Support for his position included the number of school related activities that start before Labor Day and that parents tend to prefer holidays breaks during the school year. He further reported that the school system surveys their parents every year and reports that the county’s parents are more satisfied now then they were in the past when the calendar started post-Labor Day. He further stated that weather is a contributing factor and that this year the school system was originally scheduled to end on June 12<sup>th</sup> but has been extended to June 18<sup>th</sup> to meet the calendar day requirements. In 2013 5% of parents commented on starting schools post-Labor Day and 55% of that 5% came from one school so it is not a county wide response. Proponents from the Ocean City’s Economic Development Committee (EDC) were dismayed by Dr. Wilson’s position and believed it is not, “only about an economic impact...it is about family and allowing extra time.” The EDC also asked that the superintendent have an open mind since, “Basically 58% of your budget is derived from Ocean City.”

### **“Worcester Oks Post-Labor Day Start To School; County Will Be Only One in Md.” The Dispatch, February 20, 2014**

The Worcester County Board of Education voted to start schools on September 2, 2014 which is post-Labor Day. This decision was in opposition to that of Superintendent of Schools Dr. Jerry Wilson’s position. Both sides acknowledge that parent surveys did not display an overwhelming desire to return to a post-Labor Day start. Those that voted for the change indicated that Worcester County Schools are different and that the early start hurts the summer tourism

season. By changing the start date to September 2<sup>nd</sup>, the end of the year will most likely shift from June 10<sup>th</sup> to June 16<sup>th</sup> extending the year by roughly a week. This article also indicated that most likely, “the statewide task force...will submit a report endorsing legislation for all school systems to start after the Labor Day holiday...”

### **Chart, December 2013 through March 2014 Inclement Weather Days**

This chart provides information for each LSS regarding the original closing date, the number of days built into their calendars for inclement weather, and the number of days each LSS has been closed in December, January, February, and March of this academic year.

### **Letters Received from Local School Systems and Local Boards of Education**

This packet includes all letters received from Local School Systems and Local Boards of Education expressing their position in regard to a post-Labor Day start for public schools. This packet represents the letter received after the February 5, 2014 meeting. Letters provided at the February meeting can be found on the MSDE website at [http://www.marylandpublicschools.org/taskforce/postlabordaystart/02052014\\_letters.html](http://www.marylandpublicschools.org/taskforce/postlabordaystart/02052014_letters.html).

### **Maryland Tourism Information from Visitmaryland.org**

#### **“Fiscal Year 2013 Tourism Development Annual Report,” Maryland Tourism Development Board and the Department of Business and Economic Development, 2013**

Task Force Member Hale Harrison provided a link to the Visit Maryland website and directed our attention to the report section, which includes the Tourism Development Annual Reports. The 2013 Annual Report provides relevant information regarding the impact of the travel and tourism industry on Maryland’s economy. Report provides a three-year prospective for three (3) distinct categories, tourism: a revenue generator, Office of Tourism Development performance measurements, and tourism sales tax revenues. The tourism sales and use tax codes are provided by county.



## **Economic Impact of the Publicly Funded K-12 Education on the Eastern Shore of Maryland in FY2013**

The Public School Systems (grades K through 12) of the Eastern Shore of Maryland provide a wide array of benefits to the residents of each of the counties. In addition to the educational services provided to the students of the counties, the expenditures of the school system provide a significant economic impact in the counties and region

The total economic impact of K-12 education on the Shore is based on two different impact categories:

### **1. Type 1 Impacts:**

The most obvious Type 1 impact of publicly provided K-12 education is based on the income boost graduates receive as they improve their level of education and their education outcomes. Additionally, there are the benefits derived from the public expenditures churning in the local economy through the employment of those involved in the public education enterprise, the expenditures that support the private sector vendors to the education enterprise, and the various induced economic, employment, and fiscal impacts.

### **2. Type 2 Impacts:**

These impacts are based on the ability of the jurisdiction to attract and/or retain families with skilled and/or professional workers who are net wealth creators. On the Eastern Shore, some of these impacts are derived from the following:

- Quality-of-Life measures that push parents to use school quality as a residential location factor;
- Quality-of-Life issues that are based on a "Sense of Well Being" for parents who believe high quality public education is essential to the success of their child's transition from high school to higher education or the labor market;
- Property value enhancements attributable to the presence of good local public schools;
- Productivity enhancements in local businesses due to quality K-12 education;
- Business, economic, workforce, and community enhancements due to increases in the number of post-secondary institution graduates in a jurisdiction due to quality K-12 education.

**In Summary:** The return on investment (local economic impact compared to taxpayer investment) of the public school systems on the Eastern Shore of Maryland is approximately **95%** with a total annual impact of nearly **\$2.6 Billion** and over **31,000 jobs supported**.

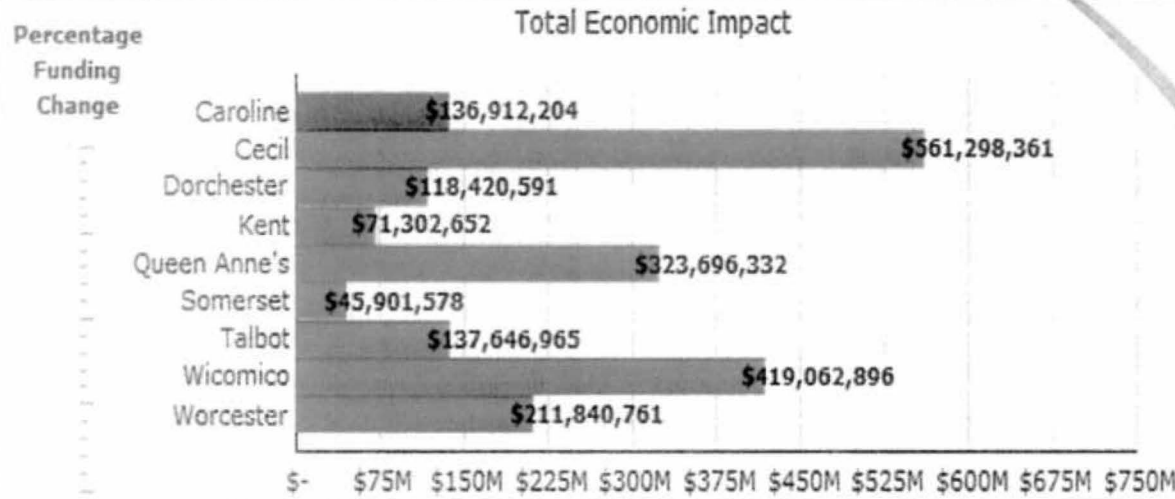
# Eastern Shore of Maryland Education Consortium

## Economic and Employment Impacts of Publicly Funded Pre-K - 12 Education on the Eastern Shore

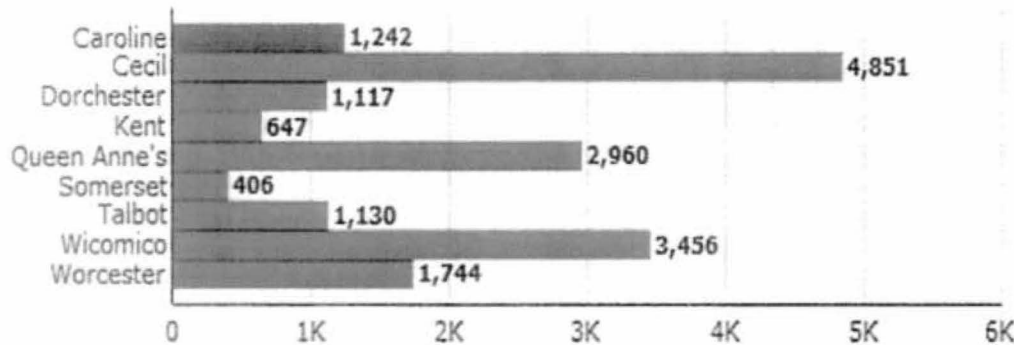
Total Eastern Shore Impacts

Economic Impact	\$2,486,663,846
Additional Supported Jobs	21,052
Total Employment Impact	30,894

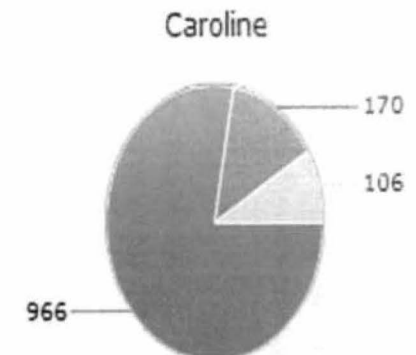
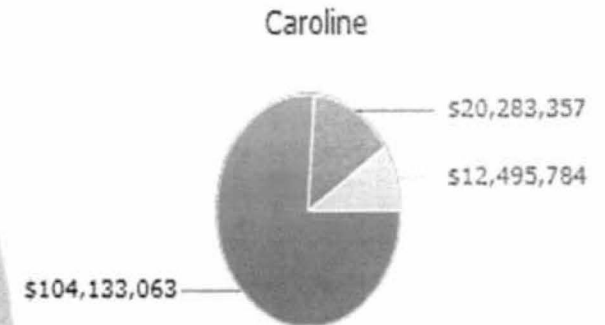
Impact Comparisons County by County Appropriations About the Dashboard



Total Employment Impact  
Additional Supported Jobs



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## School Leader Explains To Tourism Officials Why He Opposes Change To Post-Labor Day Start

Posted on 02/06/2014 by DispatchAdmin, [The Dispatch](#)

Students at Berlin Intermediate School seek out their buses after their first day of school on Aug. 23, 2013. File Photo

OCEAN CITY – The leader of Worcester County's public schools system was met with dismay this week as Ocean City's Economic Development Committee expressed frustration with his opposition in having public schools start after Labor Day. Wednesday morning's Ocean City Economic Development Committee (EDC) special speaker was Superintendent of Worcester County Public Schools Dr. Jerry B. Wilson, who immediately acknowledged the hot topic of proposed legislation to have Maryland public schools return to starting the school year after Labor Day.

"I was one of 24 superintendents across the state that signed a letter saying we do not support the Labor Day change," Wilson said.

Wilson began the superintendent's reasoning of opposition by pointing out there is a number of school-related activities that begin prior to Labor Day, such as football practice.

"Those kids practice outdoors, and we have rules developing in our state that require us to have practices beginning prior to Aug. 15 because of heat conditions and the amount of time they are able to practice," Wilson said. Wilson continued it is parent tendencies to prefer holiday breaks during the school year, such as a two-week break given during Christmas.

"We have had an academic calendar in Worcester County several years ago that started after Labor Day, and we survey our parents every year, and mostly our parents are more satisfied currently than they were in the past," he said. Wilson furthered inclement weather has to be taken into account in designing the school calendar. The current school year was scheduled to end June 12 and due to the number of canceled school days as of right now the calendar has been extended to June 18. He pointed out if school were to start past Labor Day, plus snow days, the end of school would be pushed back later in summer.

"That also impacts the economic development in Ocean City, so there are tradeoffs on either side," Wilson said. "This is going to be in the hands of the legislature, and looking at it as the local superintendent, the legislature is going to act on it, take the position they are going to take, and we are going to have to adapt to it. I just wanted to let you know why I signed onto the letter of opposition. I know where I live. I know the importance of tourism to our county's success and to your success."

The committee had a hard time understanding how the superintendent was under the impression parents preferred a two-week winter break over an extended summer vacation.

"We have not done a survey to that degree," Wilson said.

Worcester County Public Schools conducts three surveys a year — a parent survey, a calendar survey and a communications survey, which all provide the opportunity for parents to submit comments.

"Our largest response comes from the parent survey because we solicit comments ... if the calendar is on their minds we will hear about it," Worcester County Department of Education Coordinator of Public Relations and Special Programs Barbara Witherow said.

In 2013, 4,014 parent survey forms were processed, which represents a 60-percent return rate. The third highest topic of comments submitted with 33 responses was parents who wanted school to start after Labor Day. Two responses came from Buckingham Elementary, 27 were from Ocean City Elementary and four were from Berlin Intermediate.

"We had about 5 percent of our parents comment on it, and about 55 percent of those comments came from one school ... so it was not county wide," Witherow said.

Worcester County Board of Education President Bob Rothermel furthered the calendar survey provides a selection and the option of having a longer Christmas holiday is selected most often.

"In working together, we should see how the school year benefits our students, our community and our state," Mayor Rick Meehan said. "It is about having a can do attitude, not about how we can't do it, but how can we do it." Meehan recalled when the academic calendar changed in 2008 by having school start prior to Labor Day.

"It is not only about an economic impact ... it is also about family and allowing extra time," the mayor said. "Many of our students and teachers work during the summer, and that revenue is important to them. I actually think if you put it on the ballot in Worcester County and ask voters which way they want to go most of them would say after Labor Day." Meehan asked the room to raise their hands if they went to school before Labor Day and only one hand was raised.

"If you look around, these are some of our business leaders and an educated group ...," the mayor said.

Meehan concluded by expressing his disappointment that Worcester County's superintendent would be opposed to the legislation pushing the start of schools to after Labor Day.

"I ask you to have an open mind," he said to Wilson. "I think our legislators and our citizens are listening to the superintendents, but I think the superintendents also need to listen to what we are trying to say. It is a great economic benefit ... Ocean City is 58 percent of the assessable base in Worcester County. Basically 58 percent of your budget is derived from Ocean City ..."

This article was written by DispatchAdmin, Joanne Shriner. Bookmark the permalink.



Dan Clayland, Project Manager

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OCEAN CITY – A fresh spark may come to the 4th of July fireworks show downtown this summer as the new Caroline Street Comfort Station opens an opportunity to test out a “pyromusical” display. The Recreation and Parks Department’s Special Events division has been working to bring new and exciting events to Ocean City as well as modernizing current events, ...

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Eighteen students in Worcester Technical High School’s Biomedical Science and Pre-Engineering

## Worcester OKs Post-Labor Day Start To School; County Will Be Only One In Md.

Posted on **02/20/2014** by **DispatchAdmin**



SNOW HILL — For the first time in five years, Worcester County Public Schools (WCPS) will be the only school system in Maryland to start classes after Labor Day for the 2014-2015 school year.

WCPS broke ranks with the rest of the state this week when the Board of Education voted to return to a post-Labor Day start of Sept. 2.

“I didn’t mind being the last school district in the state to go before Labor Day,” said Board of Education President Bob Rothermel, “and I don’t mind being the first school district to go after Labor Day. Maybe it will send a message.”

The debate over when the school year should begin has raged in Worcester since it became the last school system to begin classes before Labor Day back in the 2009-2010 school year. Opponents have argued that the early start hurts resort businesses since they lose their student workers before the end of the busy summer season as well as the fact families cut short their vacation seasons. Proponents have countered that the extra time is needed to prepare for exams and that an earlier last day is better for students and parents.

Rothermel’s stance is in opposition to that of Superintendent of



programs recently conducted a community partnership project involving redesigning a new emergency department waiting room for AGH. Some of the students are pictured above presenting the concept to AGH officials earlier this month.



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Anna Foults's Star Charities held its latest fund raiser at the Ocean Pines Community Center Sept. 20 to raise funds to benefit Wounded Soldiers of Maryland. Pictured, from left, are Charles and Sharon Sorrentino, Worcester County Commissioner Judy Boggs, Anna Foults, candidate for Maryland House of Delegates for District 38C Mary Beth Carozza, Senator Jim Mathias, Co-host Gilly Foults and Emcee Larry Walton. ...  
Continue reading →

because of heat conditions and the amount of time they are able to practice," Wilson said.

Wilson continued it is parent tendencies to prefer holiday breaks during the school year, such as a two-week break given during Christmas.

"We have had an academic calendar in Worcester County several years ago that started after Labor Day, and we survey our parents every year, and mostly our parents are more satisfied currently than they were in the past," he said.

Wilson furthered inclement weather has to be taken into account in designing the school calendar. The current school year was scheduled to end June 12 and due to the number of canceled school days as of right now the calendar has been extended to June 18. He pointed out if school were to start past Labor Day, plus snow days, the end of school would be pushed back later in summer.

"That also impacts the economic development in Ocean City, so there are tradeoffs on either side," Wilson said. "This is going to be in the hands of the legislature, and looking at it as the local superintendent, the legislature is going to act on it, take the position they are going to take, and we are going to have to adapt to it. I just wanted to let you know why I signed onto the letter of opposition. I know where I live. I know the importance of tourism to our county's success and to your success."

The committee had a hard time understanding how the superintendent was under the impression parents preferred a two-week winter break over an extended summer vacation.

"We have not done a survey to that degree," Wilson said.

Worcester County Public Schools conducts three surveys a year — a parent survey, a calendar survey and a communications survey, which all provide the opportunity for parents to submit comments.

"Our largest response comes from the parent survey because we solicit comments ... if the calendar is on their minds we will hear about it," Worcester County Department of Education Coordinator of Public Relations and Special Programs Barbara Witherow said.

In 2013, 4,014 parent survey forms were processed, which represents a 60-percent return rate. The third highest topic of comments submitted with 33 responses was parents who wanted school to start after Labor Day. Two responses came from Buckingham Elementary, 27 were from Ocean City Elementary and four were from Berlin Intermediate.

"We had about 5 percent of our parents comment on it, and about 55 percent of those comments came from one school ... so it was



not county wide,” Witherow said.

Worcester County Board of Education President Bob Rothermel furthered the calendar survey provides a selection and the option of having a longer Christmas holiday is selected most often.

“In working together, we should see how the school year benefits our students, our community and our state,” Mayor Rick Meehan said. “It is about having a can do attitude, not about how we can’t do it, but how can we do it.”

Meehan recalled when the academic calendar changed in 2008 by having school start prior to Labor Day.

“It is not only about an economic impact ... it is also about family and allowing extra time,” the mayor said. “Many of our students and teachers work during the summer, and that revenue is important to them. I actually think if you put it on the ballot in Worcester County and ask voters which way they want to go most of them would say after Labor Day.”

Meehan asked the room to raise their hands if they went to school before Labor Day and only one hand was raised.

“If you look around, these are some of our business leaders and an educated group ...,” the mayor said.

Meehan concluded by expressing his disappointment that Worcester County’s superintendent would be opposed to the legislation pushing the start of schools to after Labor Day.

“I ask you to have an open mind,” he said to Wilson. “I think our legislators and our citizens are listening to the superintendents, but I think the superintendents also need to listen to what we are trying to say. It is a great economic benefit ... Ocean City is 58 percent of the assessable base in Worcester County. Basically 58 percent of your budget is derived from Ocean City ...”

This article was written by [DispatchAdmin](#), [Joanne Shriner](#). Bookmark the [permalink](#).

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### **One comment on “School Leader Explains To Tourism Officials Why He Opposes Change To Post-Labor Day Start”**



Joan Wood on [02/07/2014 at 10:04 am](#) said:

December 2013 and January 2014 Inclement Weather Days

System/last day	Inclement weather	12/9/13	12/10/13	1/3/14	1/6/14	1/7/14	1/10/14	1/21/14	1/22/14	1/23/14	1/24/14	1/27/14	1/28/14	1/29/14	1/30/14
Allegany 5/30	12 days	Closed	Closed 2 hr 12/12	Closed	Mt. Ridge 2 hr del	Closed 2 hr 1/8/14	Closed	Closed	Closed	2 hr del	Closed	2 hr del	Closed	2 hr del Mt. Ridge closed	2 hr del
Anne Arundel 6/17	4 days	2 hr del	Closed	Closed				Closed	Closed	2 hr del	2 hr del			Closed-PD	Closed-PD
Balto. City 6/16	5 days	Closed	Closed	Closed			2 hr del	Closed	Closed	2hr. del				2 hr del	
Baltimore Co 6/17	7 days	Closed	Closed	Closed		2 hr del	2 hr del	Closed	Closed-PD	2 hr del				2 hr del	
Calvert 6/12	5 days	2 hr del	Closed	Closed				Closed	Closed	Closed	2 hr del			Closed-PD	2 hr del
Caroline 6/13	4 days	2 hr del	Closed	Winter				Closed-PD	Closed	Closed	Closed	2 hr del		Closed	2 hr del
Carroll 6/12	5 days	Closed	Closed	Closed			2 hr del	Closed	Closed-PD	2 hr del				2 hr del	
Cecil 6/6	6 days	Closed	Closed	Closed		Closed	Closed	Closed	Closed	2 hr del	2 hr del			2 hr del	
Charles 6/12	4 days	2 hr del	Closed	Winter			Closed	Closed	Closed	2 hr del				Closed	
Dorchester 6/10	5 days	Al. Closed		Closed				Closed	Closed	Closed	Closed	2 hr del		Closed	Closed
Frederick 6/11	5 days	Closed	Closed	Closed	2 hr del		2 hr del	Closed	Closed	2 hr del				2 hr del	
Garrett 6/3	6 days	Closed	2 hr del	Closed	Closed	Closed- Closed- 1/8/14	2 hr del 2 hr del	Closed	Closed	Closed	Closed	Closed	Closed	Closed	2 hr del
Harford 6/9	6 days	Closed	Closed	Closed	2 hr del	Closed	2 hr del	Closed-PD	Closed-PD	2 hr del	2 hr del			Closed	
Howard 6/18	5 days	Closed	Closed	Closed			2 hr del	Closed-PD	Closed	2 hr del				2 hr del	
Kent 6/13	4 days	2 hr del		Closed		2 hr del		Closed-PD	Closed	Closed	Closed	90 min		Closed	2 hr del
Montgomery 6/12	4 days	Closed	Closed	Closed			2 hr del	Closed-PD	Closed	2 hr del				2 hr del	
Pr. George's 6/6	4 days	2 hr del	Closed	Closed		2 hr del		Closed	Closed	2 hr del	2 hr del			2 hr del	
Queen Anne 6/12	5 days	90 min	Closed	Closed			2 hr del	Closed-PD	Closed-PD	Closed	Closed	90 min		Closed	90 min
St. Mary's 6/12	5 days	2 hr del	Closed	Closed		2 hr del	Closed	Closed-PD	Closed-PD	Closed	Closed			Closed	2 hr del
Somerset 6/12	3 days			Winter				Closed	Closed	Closed	Closed-PD			Closed	Closed
Talbot 6/11	0 eoc							Closed-PD	Closed	Closed	Closed	2 hr del		Closed	2 hr del
Washington 6/12	5 days	90 min Closed	Closed	Closed		Closed		Closed-PD	Closed	2 hr del					
Wicomico 6/6	5 days			Winter				Closed	Closed	Closed	Closed-PD			Closed	Closed
Worcester 6/12	3 days			Winter				Closed	Closed	Closed	Closed			Closed	Closed
SEED	5 days	Closed		Winter				Closed	Closed	Closed	Closed				

## January/February School Closings

[illegible]

# MARCH School Closings

System/last day	Inclement weather	3/3/14	3/4/14	3/5/14	3/17/14	3/18/14	3/26/14				
Allegany 5/30	12 days	Closed			Closed		2 hr del				
Anne Arundel 6/17	4 days	Closed	Closed		Closed						
Balto. City 6/16	5 days	Closed	2 hr delay		Closed						
Baltimore Co 6/17	7 days	Closed	2 hr delay		Closed	2 hr del					
Calvert 6/12	5 days	Closed	Closed	2 hr del	Closed	2 hr del					
Caroline 6/13	4 days	Closed	Closed	2 hr del	Closed	2 hr del	2 hr del				
Carroll 6/12	5 days	Closed	Closed		Closed						
Cecil 6/6	6 days	Closed	2 hr delay		Closed						
Charles 6/12	4 days	Closed	Closed	2 hr del	Closed						
Dorchester 6/10	5 days	Closed	Closed	2 hr del	Closed	2 hr del	2 hr del				
Frederick 6/11	5 days	Closed	Closed		Closed						
Garrett 6/3	6 days	Closed			Closed		2 hr del				
Harford 6/9	6 days	Closed	2 hr delay		Closed						
Howard 6/18	5 days	Closed	Closed		Closed	2 hr del					
Kent 6/13	4 days	Closed	Closed	2 hr del	Closed						
Montgomery 6/12	4 days	Closed	Closed		Closed						
Pr. George's 6/6	4 days	Closed	Closed		Closed						
Queen Anne 6/12	5 days	Closed	Closed	90 min	Closed						
St. Mary's 6/12	5 days	Closed	Closed	2 hr del	Closed	2 hr del					
Somerset 6/12	3 days	Closed	Closed		Closed		Closed				
Talbot 6/11	0 eoc	Closed	Closed	2 hr del	Closed	2 hr del	90 min				
Washington 6/12	5 days	Closed			2 hr del						
Wicomico 6/6	5 days	Closed	Closed	2 hr del	Closed		Closed				
Worcester 6/12	3 days	Closed	Closed	1 hr del	Closed		Closed				
SEED	5 days	Closed	Closed								

## **TASK FORCE TO STUDY A POST-LABOR DAY START DATE FOR MARYLAND PUBLIC SCHOOLS**

**February 5, 2014**

**West County Area Library      Meeting Room A**

### **Letters Received From Local School Systems and Local Boards of Education**

Baltimore City Public Schools	Signed by: Ms. Tisha Edwards, Interim CEO
Baltimore County Public Schools	Signed by: Dr. S. Dallas Dance, Superintendent and Mr. Lawrence E. Schmidt, President of the Board
Board of Education of Cecil County	Signed by: Ms. Dawn K. Branch, President, Cecil County Board of Education
Charles County Public Schools	Signed by: Dr. Kimberly A. Hill, Superintendent
The Board of Education of Dorchester County	Signed by: Philip L. Bramble, President and Dr. Henry V. Wagner, Jr. Superintendent
Garrett County Board of Education	Signed by: Thomas A. Carr, Rodney A. Reckart, Cynthia Downton, Charlotte A. Sebold and Matthew Paugh- Board Members
Garrett County Public Schools	Signed by: Dr. Janet S. Wilson, Superintendent
Maryland Association of Boards of Education	Signed by: Kathryn B. Groth, President
Queen Anne's County Public Schools	Signed by: Dr. Carol A. Williamson, Superintendent
St. Mary's County Public Schools	Signed by: Dr. Michael J. Martirano, Superintendent
Somerset County Public Schools	Signed by: Dr. John B. Gaddis, Interim Superintendent

### **2/8/14 Letters Received From Local School Systems and Local Boards of Education since the meeting**

Allegany County Public Schools	Signed by: Dr. David A Cox, Superintendent and Mrs. Laurie Marchini, Board of Education
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Letters Received Continued:

Calvert County Public Schools

Signed by: Ms. Nancy V. Highsmith, Interim Superintendent

Board of Education of Frederick County

Signed by: Ms. Joy Schaefer, President

Frederick County Public Schools

Signed by: Ms. Paulette Anders, Co-Chair, Frederick County Calendar Committee, and Ms. Tracey Lucas, Frederick County Calendar Committee

Harford County Public Schools

Signed by: Joseph Licata for Mrs. Barbara Canavan, Interim Superintendent

Board of Education of Kent County

Signed by: Dr. Karen M. Couch, Superintendent

Prince Georges County Public Schools

Signed by: Dr. Kevin M. Maxwell, Chief Executive Officer

Talbot County Public Schools

Signed by: Mrs. Kelly L. Griffith, Interim superintendent and Juanita S. Hopkins, Esq., Board President

Montgomery County Public Schools

Signed by: Dr. Joshua P. Starr, Superintendent

Board of Education of Wicomico County

Signed by: Dr. John Fredericksen, Superintendent



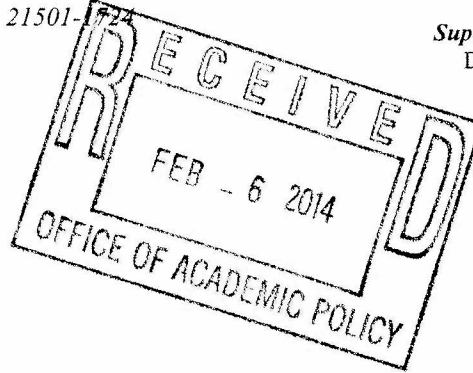
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Laurie P. Marchini, President  
Nicholas T. Hadley, Vice President  
Sara-Beth James  
Michael A. Llewellyn, Esq.  
Edward L. Root, Ed.D.

*Superintendent of Schools*

David A. Cox, Ed.D.



February 5, 2014

Mr. William Cappe, Chairman,  
Post Labor Day School Start Taskforce  
Maryland Department of Education  
200 West Baltimore St  
Baltimore, MD 21201

Dear Mr. Cappe:

With regard to the charge your committee was given by legislation enacted by Senate Bill 963 in 2013, **we are** compelled and encouraged to provide you perspectives on this matter that are extremely important to Allegany County Public Schools. It is **our** most sincere hope that you will receive these thoughts as **we** intend, and that is the impact on the school year calendar on our core mission and duty – to educate our children to increasingly high standards to the best of our ability. Certainly time is one of the most important resources necessary when delivering a program of instruction to a diverse population of learners. A school year calendar represents the most comprehensive management of our instructional time resource.

As you and your committee are acutely aware, Maryland is currently embracing and effecting more simultaneous change in our instructional program than at any other time within the past fifty (50) or more years. Transitioning to the Common Core Curriculum Framework, new PARCC Assessments, and a new Teacher and Principal Evaluation System are important and monumental efforts that require much planning, care, and excellent stewardship of our precious time resources.

Maryland has a lot to be proud of with its traditions of excellence in public education. Part of that tradition has included a historically good balance of Executive, Legislative and Departmental Leadership with that of the Local leadership of duly elected and/or appointed Boards of Educations and local school system leadership. **We are** proud to be part of, and local contributors to that well known and celebrated tradition of excellence that makes up Maryland's Public Schools.

In response to the concern and prospect of upsetting the current demonstrated effective balance of state versus local control of our precious instructional time resource as we deliver our program of

*"Better Schools, Brighter Futures"*

instruction, The Allegany County Board of Education included in its 2014 Legislative Priorities a strong statement that asks The Western Maryland Delegation to the General Assembly to: *“Support locally elected Boards of Education by preserving their ability to set their own school calendars, school start times, and all other areas that impact the local delivery of the instructional program, and oppose any legislation that would undermine this local control”*.

Locally elected/appointed Boards of Education, superintendents, principals, teachers, parents and students are all working harder than ever so that our children are better ready for College and Careers. This work is in response to the appropriate action and leadership of the Governor, The Maryland General Assembly, The State Board of Education, and our State Superintendent. We believe that we must be allowed to continue to meet those challenges with the flexibility to organize our school year time resources in a way that has proven effective over the course of many years.

In Western Maryland and in Allegany County we have challenges and factors that we consider locally as we set our school year calendar. We seek and consider input from our community, teachers, principals, and other instructional leaders. Among our broad local constituency, it is generally agreed that instructional days are of far greater value earlier in the academic year than later.

There are several reasons for this conclusion, which has dissuaded us from adopting a post Labor Day start. First, we have worked hard to partner with Frostburg State University and most especially Allegany College of Maryland, years before Senate Bill 740 was enacted, to provide for and encourage our high school student to take college courses during the school year. Unless both partner institutions would also start after Labor Day (which they currently do not) our students would be at a distinct disadvantage by missing valuable instruction time in their college courses. Secondly, we have lots of winter weather that greatly impacts and disrupts our school year schedule. In many years, including this current year, we are very likely to miss as many as 10 days or more due to inclement weather. In such years, starting after Labor Day easily would extend the school year to July 1. Not all of our schools are yet air conditioned, even though we have made it a priority and have made much progress toward that goal.

A third, and highly important consideration is the time resource needed – especially now – to provide high quality professional development thorough out the school year to our teachers and principals to meet the demanding changes to our programs of instructional delivery and accountability to get our students better ready for college and careers. Having this time during the school year provides time for reflection, refinement and practice. Starting school after Labor Day would force a compressed school year calendar and would inhibit our ability to deliver professional development during the school year.



There are many other reasons that we could share, but in summary, **we** have been asked to meet increasingly higher academic standards for all of our children and not rest on the fact that Maryland has been the highest performing state in K-12 public education for five years running. We are working hard every day in every classroom to meet higher standards and higher challenges. We have demonstrated time after time that we can meet those challenges with appropriate local control of our instructional time resource.

**We** urge a comprehensive consideration of all the factors and inputs from all of Maryland, and not to hastily conclude your work in deference to deliver an expedited report so that legislation can be considered during the 2014 Session of the General Assembly. Senate Bill 963 was passed with the important caveat that your Task Force would have an appropriate time resource until June 14, 2014 to thoughtfully consider and complete your work. **We** expect that many members of the General Assembly voted for this legislation because of that caveat.

Thank you for your consideration of our inputs as you give consideration to your recommendations. If **we** can provide further information or clarification on our position, please contact **us**.

*Sincerely,*



**Dr. David A. Cox**



**Mrs. Laurie Marchini**

**DAC/LM/ram**

# Calvert County Public Schools

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Nancy V. Highsmith, Interim Superintendent of Schools

1305 Dares Beach Road  
Prince Frederick, MD 20678  
Telephone: (410) 535-1700  
(301) 855-1834  
FAX: (410) 535-7298  
TDD: (410) 535-6852  
<http://www.calvertnet.x12.md.us>

February 7, 2014

Mr. William Cappe  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201

Dear Mr. Cappe:

I am writing to recommend that Maryland public school systems continue to have autonomy in determining their annual operational calendars. Each year, Calvert County Public Schools convenes a calendar committee for this purpose.

The calendar committee consists of a number of stakeholders, including community members, parents, union representatives, and employees. Constituent groups include, but are not limited to, the Citizens' Advisory Council, the Calvert County Council of Parents/Teachers Association, the Calvert Education Association, the Calvert Association of Educational Support Staff, the Calvert Association of Supervisors and Administrators, the Local Accountability Coordinator, the Director of Finance, a representative from the Department of Instructional and Information Technology, and the committee chairperson.

Following a series of meetings last winter, the calendar committee presented to our Executive Team and Board of Education a proposed operational calendar for the 2014-2015 school year. The proposed calendar was posted for public review and comment for a period of thirty (30) days. Upon completion of the review period, the Board of Education has the option to approve with or without revisions or to remand the calendar back to the committee for further study. The operational calendar for 2014-2015 has already been approved by the Board of Education and presented to the public.

In the development of the operational calendar, the committee considers a number of factors including federal holidays, federal/state/local elections (schools are used as polling sites), national/state/local testing mandates and schedules, local community events, negotiated agreements with employee associations, professional staff development needs and requirements, opportunities to hold parent/teacher conferences, contingencies for national/state/local emergencies and inclement weather, and other community needs or preferences.

In Calvert County, the first school day for students has traditionally occurred before Labor Day. This year, August 20, 2013, was the first day for students. For 2014-2015, the first school day for students will be August 19, 2014. The first school day for students is usually the last date set during calendar development since days in August must be added so that the calendar satisfies the annual requirement of 180 school days for students.

Mr. William Cappe  
Page 2  
February 7, 2014

Our operational calendar has traditionally contained other events based on the interests of our community, parents, and staff, such as:

- Youth Day – opportunity for students and their families to attend the Calvert County Fair
- Winter Recess – length of break varies depending where Christmas and New Year's Day fall on the calendar
- Spring Recess – usually occurs either the week before or after Easter Sunday
- Contingency days – five (5) school days are built-in to allow for closings due to emergencies and/or inclement weather

In closing, I want to reiterate that the loss of autonomy in the operational calendar development process would negatively impact our ability to establish an operational calendar that is conducive to student learning and sensitive to the interests of our community. On behalf of our students, employees, parents, community members, and Board of Education, I strongly recommend that Maryland public school systems continue to have autonomy in determining their annual operational calendars.

Sincerely,



Nancy V. Highsmith  
Interim Superintendent

# BOARD OF EDUCATION OF FREDERICK COUNTY

191 South East Street  
Frederick, Maryland 21701

Joy Schaefer  
President

Telephone 301-696-6850  
FAX 301-696-6950

February 5, 2014

Mr. William Cappe, Chair  
Ms. Sarah Spross, Co-Chair  
TASK FORCE TO STUDY A POST-LABOR DAY START DATE  
FOR MARYLAND PUBLIC SCHOOLS  
c/o State Department of Education  
Division of Educator Effectiveness  
Nancy S. Grasmick State Education Building  
200 West Baltimore Street  
Baltimore, Maryland 21201-2595

Dear Mr. Cappe and Ms. Spross,

Thank you for your service and work on this issue. I had hoped to attend your February 5<sup>th</sup> meeting to give public comment. Unfortunately, I have to attend a meeting in Annapolis at the last minute and am unable to attend. Instead, on behalf of the Board of Education of Frederick County, I would like to take the opportunity to submit written comment regarding your work.

We feel strongly that dictating the start date for school systems statewide would pose a host of challenges for many school systems in providing adequate instruction in the face of more rigorous and complex learning standards. We also contend that setting a statewide start date would eliminate the flexibility for local schools to meet the unique needs of the communities they serve, and encroach on local autonomy and local governance.

## **The School Calendar as an Instructional Tool**

Traditionally, developing the academic calendar is one of the most difficult tasks we take on each year as a school board. We have a good deal of limitations and requirements that we must first take into consideration, including the required 180 days of instruction, mandated federal and state holidays, as well as the dates designated for the administration of required performance assessments and exams that fulfill graduation requirements.

Currently, with the adoption of the new Common Core State Standards (CCSS), our students face increased rigor in the classroom. Our teachers juggle meeting individual learners' needs while mastering new content and developing new curriculum. Teachers and school system staff must acquire an understanding of the new state assessments and how to use the resulting data to drive instruction.

In order to meet the expanding needs of our students, educators must take a hard look at our traditional calendar. Now more than ever, the calendar plays a critical role in promoting student growth and achievement, supporting our teachers in helping students

reach their full potential, and in providing the time needed for effective and meaningful teaching and learning.

**Local Governance and Accountability**

Our Board feels strongly that local control and decision-making authority is the best way to monitor and improve student performance, allocate and marshal resources effectively and efficiently, and ensure accountability. As the local authority, we are accountable for our students' performance and progress. As such, we must have the flexibility to address each student's unique learning needs.

Our communities have unique needs as well. The local authority is the best entity to conduct public engagement that is best able to protect local tradition, values and priorities. Frederick County is an agricultural county and is culturally and economically different from many of Maryland's diverse counties across the state. Our school calendar reflects our county's singular identity.

Taking into consideration these issues, we respectfully ask that the task force keep in mind the importance of allowing local school districts to retain their ability to determine what is best for their students, families and communities by allowing us to make the most basic decision regarding the school calendar – what day will be our students' first day of school.

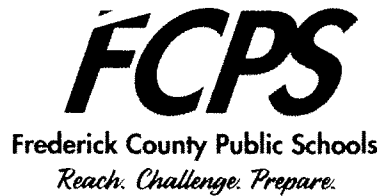
Sincerely,

*Signed by Joy Schaefer*

Joy Schaefer  
President

c: Members, Board of Education  
Dr. Theresa Alban, Superintendent  
Members, Frederick County Delegation to the General Assembly  
Frederick County Board of County Commissioners

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Tracey Lucas  
Executive Director  
tracey.lucas@fcps.org

Cheryl Bales  
Senior Executive Secretary  
cheryl.bales@fcps.org

---

February 4, 2014

Mr. William Cappe  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201

Dear Mr. Cappe,

For the past two years, the Frederick County Public School Calendar Committee has put forth great effort to establish an instructional calendar for the families and students of Frederick County. To that end, the committee, consisting of parent, teacher, administrator, business, transportation, curriculum and central office representatives has worked diligently to develop a school year calendar that focuses on instruction above all else.

The committee spent significant time researching calendars across the state and nation as well as researching start of day and length of day. As the committee developed proposed calendars, it presented the calendars for broad-based stakeholder feedback via the Frederick County Public Schools website, social media and community meetings led by our Board of Education. The Committee feels strongly that local input from local stakeholders provides the best guidance to the local Board of Education which ultimately makes this decision.

The Frederick County Public School Calendar Committee firmly supports school year calendar decisions remaining at the local level. With two of our committee members currently serving on the State Labor Day Task Force, and having heard the rationale for a state-mandated post-Labor Day start for all Maryland schools, our committee is fundamentally opposed to school calendars being driven by economics and not instruction. Our committee asserts that it is critically important that local autonomy be established and recommend the school calendar for the subsequent school year remain intact. The committee also maintains that the following are critical to an instructional calendar and have not been fully considered by the Task Force:

- local preference of parents, students and community members
- weather related impact on individual districts which are geographically diverse
- ongoing professional development and training needs of individual systems
- state and local testing windows/mandates
- extra-curricular programs
- optimal learning environment for students pre K – 12.
- local community events

Again, the Frederick County Public School Calendar Committee respectfully reiterates its position that the school calendar remain under the authority of local Boards of Education. This is the only way to maintain a calendar that meets the needs of the individual districts and focuses on instruction, not economics.

Respectfully,

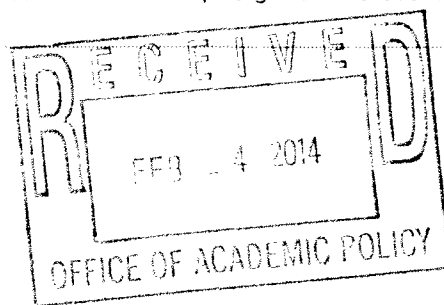
Paulette Anders, Co- Chair, Frederick County Calendar Committee  
Tracey Lucas, Co- Chair, Frederick County Calendar Committee



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Barbara P. Canavan, Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478



February 3, 2014

Mr. William Cappe  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201

Dear Mr. Cappe:

The Harford County Public Schools (HCPS) opposes any legislative or regulatory initiatives which would have the effect of reducing local board governance in matters such as setting the school calendar. HCPS has a calendar committee made up of a variety of community and school system stakeholders which examines calendar options to better meet the instructional needs of our students.

HCPS sees five primary advantages to maintain an earlier start to the school year:

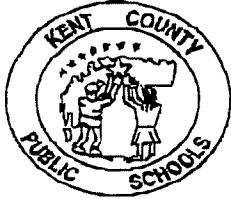
- Aligns the HCPS calendar with local colleges and universities for better access for students who participate in dual enrollment courses (taking a college class while in high school).
- Provides more instructional time for teachers and students before the PARCC and MSA/HSA testing.
- Ever increasing numbers of high school students are taking the national Advanced Placement tests. The College Board sets the dates these tests are administered in the spring, not the local school system. A school calendar starting before Labor Day allows our students to have more pretest instructional time.
- Gives greater scheduling flexibility in case of a large number of weather-related closings.
- Ends the school year a week earlier in June. Proponents of measures to start school after Labor Day argue that it will boost the state tourism industry and tax revenue. However, for some families with school-age children, a vacation in mid-June or July is far more feasible than one in the last week of August. By that time, our high school students are immersed in sports, band, orientations and numerous other school activities.

I want to thank you and the Labor Day Task Force for the opportunity to comment on this important issue.

Sincerely,

*Joseph B. Luata, C.O.A. for,*

Barbara P. Canavan  
Interim Superintendent of Schools



# BOARD OF EDUCATION OF KENT COUNTY

3608 BOUNDARY AVENUE \* ROCK HALL, MARYLAND 21661 \* PHONE 410-778-7113  
FAX # 410-778-2350

OFFICE OF THE SUPERINTENDENT  
KAREN M. COUCH, ED.D.

February 5, 2014

Mr. William Cappe  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201

Re: Statewide Mandate for Start of School Year

Dear Mr. Cappe,

The Kent County Public Schools (KCPS) opposes a statewide mandate to begin the school year after Labor Day. School calendars reflect the unique needs of each community; therefore, local autonomy must remain intact to afford us that option. KCPS involves many stakeholders throughout the development of our school calendar; therefore, the final recommendation is a product of community "wants" and "needs" of the school system. The marriage of all these priorities is a time intensive task as we must consider time allocation for academic planning, professional development to unpack the new standards, scheduled holidays, and flexibility for inclement weather, which has been very challenging this year.

In order for KCPS to maintain these priorities, our school year would have to be extended until the end of June, due to a later start. In my community, parents would be equally upset about having to delay their vacations because of a statewide mandate. It is very important for each school system to be afforded the autonomy to decide what is best for their community of learners. Therefore, I urge the Task Force to reject any recommendation that would place these decisions in the hands of those who are not familiar with our communities needs.

Thank you for your leadership and facilitation of the work of the Task Force.

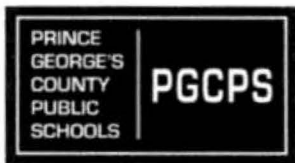
Sincerely,

A handwritten signature in cursive script that reads "Karen M. Couch".

Dr. Karen M. Couch  
Superintendent of Schools

**SUCCESSFUL LEARNING FOR ALL STUDENTS**





**Kevin M. Maxwell, Ph.D.**  
*Chief Executive Officer*

February 7, 2014

Mr. William Cappe  
Task Force to Study a Post-Labor Day Start Date of Maryland Public Schools  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201

Dear Task Force Members:

As Chief Executive Officer of the 2<sup>nd</sup> largest school system in the state of Maryland, Prince George's County Public Schools, I would like to express my position on seeking a state law requiring all school systems to commence school after Labor Day.

I am strongly OPPOSED to any legislation that would diminish our Board's ability to have local autonomy to create a school calendar that meets the needs of our parents, students, staff, and community members. We receive input from a wide range of constituent groups in the creation of our school calendar which takes into consideration national, state and local variables when making recommendations to our school board. These considerations are academic related (i.e., dates of Advanced Placement and International Baccalaureate examinations); centered around professional growth experiences for our staff; extracurricular experiences; and even preferences from our parents, students, and community members. Moreover, any earlier start permits an earlier ending, giving our students an advantage over those in the District of Columbia and Virginia as they seek summer employment opportunities.

Seeking a state law requiring all local educational agencies to conform to the same schedule would not be conducive to the diverse needs of the twenty-four (24) districts in the state of Maryland. This year's inclement weather has shown, again, why districts need maximum flexibility. I am encouraging you to take into consideration the plea of each superintendent in Maryland and the State Superintendent of Schools not to move forward with a recommendation that would mandate a post-Labor Day start.

If you have any additional questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin M. Maxwell", is placed below the word "Sincerely,".

Kevin M. Maxwell, Ph.D.  
Chief Executive Officer



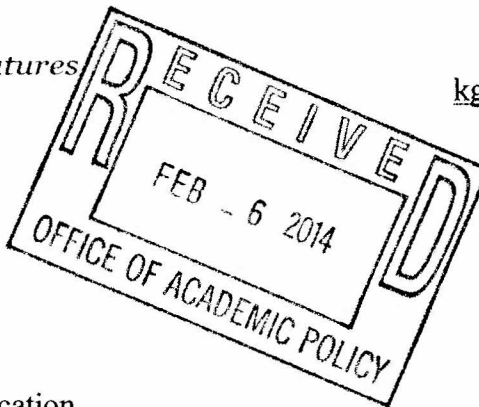
# Talbot County

Public Schools

*Building lives, creating futures*

P.O. Box 1029  
Easton, MD 21601  
Phone: (410) 822-0330

Kelly L. Griffith  
Interim Superintendent  
[kgriffith@tcps.k12.md.us](mailto:kgriffith@tcps.k12.md.us)



January 31, 2014

Mr. William Cappe  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201

Dear Mr. Cappe,

The Talbot County Board of Education strongly supports local autonomy in establishing and recommending the school calendar. We have a calendar committee made up from a wide range of constituent groups that take national, state and local variables into consideration prior to making the best recommendation for our district.

Currently we have transitioned to the common core state standards and adopted the new state assessments. These will require on-going professional development and include a variety of testing mandates for graduation. All of these dates will need to be considered when developing the school calendar for our local community.

Whether school begins before or after Labor Day, this decision should be made in the best interest of students, staff, and our local community by the local school board. We appreciate your support.

Sincerely,

Kelly L. Griffith  
Interim Superintendent

Juanita S. Hopkins, Esq.  
Board President



**MONTGOMERY COUNTY PUBLIC SCHOOLS**  
MARYLAND

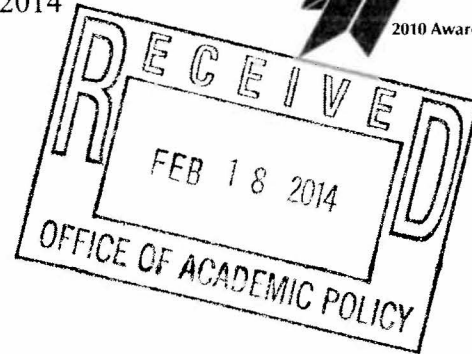
www.montgomeryschoolsmd.org

February 6, 2014



**Malcolm Baldrige**  
National Quality Award

2010 Award Recipient



Mr. William Cappe, Chair  
Task Force to Study a Post-Labor Day  
Start Date for Maryland Public Schools  
Division of Educator Effectiveness  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201-2595

Dear Mr. Cappe,

We are writing to provide our strong support for the current practice of providing autonomy to local school districts to establish their own school year calendars. We have serious concerns that any recommendation otherwise will infringe on the decision making of local districts to exercise their own judgment on when to open schools—decisions that are contingent on a variety of variables that districts are uniquely positioned to consider. We urge you to recommend the current practice whereby local districts determine their own school calendars.

Each year, Montgomery County Public Schools (MCPS) forms a calendar committee comprising a broad range of stakeholders to consider future-year school year calendars. Our calendar committee takes into consideration a range of factors before making its recommendation to the Board of Education for approval. For the past 12 years, and for many years prior, local preference has been to open schools before Labor Day. This is the local decision that has been made in collaboration with our community and our employee associations. We firmly believe that starting the school year before Labor Day with a full five-day week allows for us to generate instructional momentum at the optimal time for our students, and the feedback from this practice has been overwhelmingly positive from our local community.

Delaying the start of school to after Labor Day will end this practice, and it will push school very late into June. This will impact our summer schools and extended school year programs, as well as our partnerships with organizations, such as summer camps, which provide extracurricular options for students during the summer. We also program for extensive professional development in June, the time we find yields the best results for these activities. Our school schedules have been built around this schedule, and changing them will have a tremendous impact on tens of thousands of families unnecessarily.

**Office of the Superintendent of Schools**

850 Hungerford Drive, Room 122 ♦ Rockville, Maryland 20850 ♦ 301-279-3381

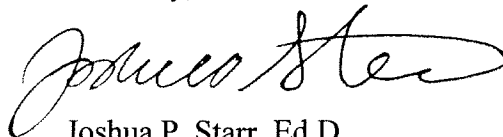
MCPS factors other variables into our local decision making for creating our school calendar. These variables include but are not limited to:

- University partnerships and the start of summer graduate school enrollment
- State and local testing windows
- Local community events
- Creating the best learning environment for students
- Local preference of students, parents, employee associations, and community members

Should the Task Force recommend anything other than the current practice, it will be recommending to end local autonomy to make decisions that we believe are in the best interest of students and that have allowed MCPS to succeed. We ask that you continue the current practice that has worked so well for so long.

Thank you for your support for the students, staff, and families of MCPS.

Sincerely,

A handwritten signature in black ink, appearing to read "Joshua Starr", with a stylized, flowing script.

Joshua P. Starr, Ed.D.  
Superintendent of Schools

JPS:sln

# BOARD OF EDUCATION OF WICOMICO COUNTY



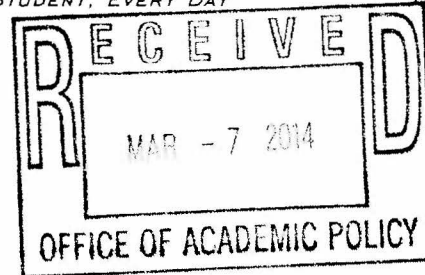
JOHN E. FREDERICKSEN, Ph.D.  
SUPERINTENDENT OF SCHOOLS

101 LONG AVENUE  
P.O. Box 1538  
SALISBURY, MD 21802-1538

410-677-4400  
FAX 410-677-4444  
[www.wcboe.org](http://www.wcboe.org)

*SUCCESS - EVERY STUDENT, EVERY DAY*

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LARRY W. DODD  
CAROLYN J. ELMORE, Ed.D.  
KIMBERLY S. HUDSON



March 4, 2014

William Cappe, Education Program Specialist  
Maryland Department of Education  
200 West Baltimore Street  
Baltimore MD 21201

RE: Post-Labor Day School Start

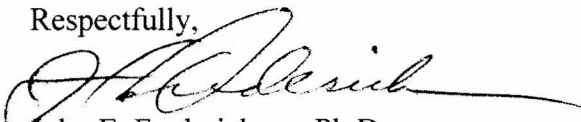
Dear Mr. Cappe:

Thank you for the opportunity to respond to the request that the State of Maryland statutorily require schools to open after Labor Day. Currently, schools may start before or after Labor Day, based on local decision-making for the best results for student achievement. I support continuing to make this a local decision to allow those closest to their students to make the decision on when to start school in the autumn based on student success, faculty effectiveness, and family needs.

Our students tend to respond the best when we can create the best environment for their learning. It also helps us to address local and state assessment procedures to make sure that the students are ready to do their best to compete with other students in their age cohorts across Maryland and America. We take everything available into consideration when making this decision such as: what our families prefer, faculty training needs (and professional development/training/evaluation plans), and any anticipated facility changes such as construction, refitting, and major renovations. Wicomico County is the source of the greatest agricultural commerce (by aggregate sales) in Maryland as well as having one of the most urban profiles (for our Salisbury metropolitan area), creating an added incentive for us to listen closely to our customers. By being responsive to our faculties and families, we boost attendance, increase the focus on learning, and build stronger bonds between families and our school teachers. We also consider weather issues, as several of our buildings lack air-conditioning and we seek to strike a balance that avoids the hottest weather.

Thank you for the opportunity to provide input on this topic. Please know that you're welcome to contact us if you have additional information needs.

Respectfully,

  
John E. Fredericksen, Ph.D.  
Superintendent



Fiscal Year | **2013**

**TOURISM DEVELOPMENT  
ANNUAL REPORT**

## DEAR TOURISM INDUSTRY PARTNERS:

Pursuant to Section 5 of Chapter 471 Acts of 1997 (HB 685), I am pleased to present the Fiscal Year 2013 Maryland Tourism Development – Fund Annual Report (Annual Report).

Each year, the Maryland Tourism Development Board (Board) and the Department of Business and Economic Development (Department) report on the impact the travel and tourism industry has on Maryland's economy. As someone who has been involved in the Maryland tourism industry for more than 20 years, I know firsthand the economic impact visitors have on my bottom line.

This year's annual report highlights the economic impact of Maryland's tourism industry from the recently released *Economic Impact of Tourism in Maryland – Calendar Year 2012 Tourism Satellite Account* report from Tourism Economics, a leading tourism industry research firm. The Tourism Satellite Account reported more than **\$14.9 billion** in visitor spending and more than **\$2 billion** in State and local taxes.

Economic Impact and Advertising Effectiveness are generally reported by **calendar** year; all other metrics in the Annual Report are Fiscal Year 2013 (July 2012–June 2013).

Another measurement highlighted in the Annual Report is the sales tax code performance formula, a direct result of the passage of the Tourism Promotion Act of 2008. Eight key tourism tax codes are tracked, reported and considered in calculating future tourism budgets. Comparisons, by county, of Fiscal Year 2012 and Fiscal Year 2013 codes are included in this report. The Board is also now mandated to submit a report, in cooperation with the Maryland Association of Destination Marketing Organizations (MDMO), on the effectiveness of mandatory funding and the passage of the Tourism Promotion Act in increasing visitor attendance and visitor spending in Maryland. We've included the content of that report in this Annual Report, and will continue to do so in the future.

While the results of a Tourism Satellite Account are only available on an annual basis, many performance metrics—including the tourism tax codes, are available on a more frequent basis. Recognizing the importance of more timely information, the Department's Office of Tourism Development (OTD) distributes an electronic *Tourism Monitor*, which reports tourism trends and key performance metrics on a monthly basis. Included in the Annual Report is a year-end recap of the *Tourism Monitor*, including the metrics tracked in the Department of Budget & Management's Managing for Results (MFR) program and the StateStat performance reporting system.

As a small business owner, I scrutinize every aspect of business with an eye toward return on investment. In order to ensure that we were being the most effective steward of the Maryland Tourism Development Board Fund, the Board commissioned a leading market research company that specializes in tourism advertising effectiveness studies, Strategic Marketing and Research, Inc. (SMARI), to measure the recognition and effectiveness of OTD's 2012 advertising placements. SMARI found that OTD's return on invested advertising dollar compared favorably to other state studies; you'll find further details on this study in the Annual Report. I am pleased to report that the efforts of the OTD in 2012 delivered a powerful return on investment of **\$4.79** in State sales tax for every dollar invested in tourism funding.

I am proud of the work of the Board and the OTD, and the positive impact that the tourism industry has on our State and its citizens.

Sincerely,

**GREG SHOCKLEY** CHAIR > *Maryland Tourism Development Board*  
OWNER > *Shenanigan's Irish Pub, Ocean City*



# TOURISM: A REVENUE GENERATOR

## THE TRAVEL AND TOURISM ECONOMY AND ITS IMPACT IN MARYLAND

Measuring the tourism industry is somewhat difficult, as the industry is not measured in standard economic accounting systems. Most industries are accounted via the supply-side: businesses are categorized into North American Industry Classification System (NAICS) codes and surveyed about jobs, revenues and costs.

But tourism is a demand-side activity: the focus is on what the traveler buys before and during a trip. As a result, tourism touches many industries.

This year's Annual Report reflects the data collected by a Tourism Satellite Account (TSA) -- the emerging industry standard now being used by other progressive and competitive states, as well as the U.S. Travel Association.

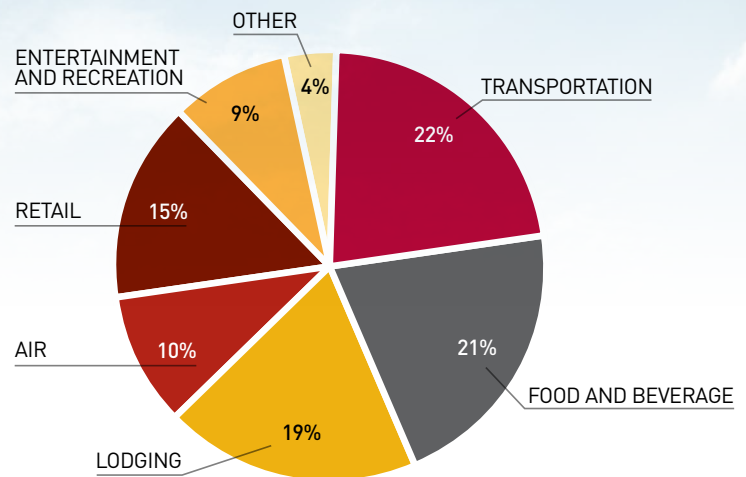
A TSA provides measurements of tourism that are designed to be consistent with the System of National Accounts, which facilitates inter-industry comparisons. It also includes a wider view of tourism demand, such as second home activity, capital investment, and government spending -- not just visitor spending. This broader measurement is referred to as the tourism economy. The latest TSA conducted by Tourism Economics, an Oxford Economics company, reported that Maryland's total tourism economy generated \$15.9 billion in 2012.

While this broader definition is important to track from a comparability standpoint, the key industry statistics will focus on visitor spending -- the spending in Maryland by visitors on travel purchases, and will not include capital investment or government spending.

### \$14.9 BILLION IN VISITOR SPENDING IN 2012

Maryland tourists and travelers spent \$14.9 billion on travel expenses in 2012. Local transportation, food and beverage, and lodging each represent about 20 percent of tourism industry sales. Retail closely follows, representing 15 percent of direct industry sales. Total spending increased 4.5 percent over 2011. Visitor spending has grown by more than four percent for three straight years -- and expanded more than 17 percent since the recession.

### VISITOR SPENDING CATEGORIES



*Economic Impact Study: Tourism Economics*

### MORE THAN 135,000 DIRECT TOURISM JOBS WITH A PAYROLL OF \$4.5 BILLION

Tourism is the 10th largest private sector employer in the State, supporting 135,741 direct full-time equivalency jobs in 2012 in leisure and hospitality, retail, transportation, and other sectors impacted by visitor spending. For these employees, tourism jobs provided \$4.5 billion in wages and salaries in 2012.

### VISITOR SPENDING IS AN IMPORTANT REVENUE GENERATOR FOR STATE AND LOCAL GOVERNMENTS

In 2012, visitor spending generated more than \$2 billion in State and local taxes, including income taxes from the wages of industry employees, sales taxes for tourism goods and services, hotel occupancy taxes, property taxes, and other corporate taxes.

### VISITOR SPENDING (IN MILLIONS)

	2010	2011	2012	% CHANGE 2011-12
TRANSPORTATION	\$2,789.6	\$3,174.6	\$3,317.8	4.5%
FOOD & BEVERAGE	\$2,755.7	\$2,856.3	\$3,063.3	7.2%
LODGING	\$2,616.7	\$2,721.2	\$2,888.6	6.2%
RETAIL	\$1,934.8	\$2,083.8	\$2,201.1	5.6%
AIR	\$1,439.0	\$1,533.3	\$1,536.3	0.2%
ENTERTAINMENT AND RECREATION	\$1,117.0	\$1,206.4	\$1,271.7	5.4%
OTHER	\$608.1	\$672.0	\$629.4	(6.3%)
<b>TOTAL</b>	<b>\$13,261.0</b>	<b>\$14,247.5</b>	<b>\$14,908.4</b>	<b>4.6%</b>
<b>PERCENT CHANGE</b>	<b>4.4%</b>	<b>7.4%</b>	<b>4.6%</b>	

# OFFICE OF TOURISM DEVELOPMENT PERFORMANCE MEASUREMENTS

The performance of the OTD is tracked against a variety of different measures, through the Department of Budget & Management's Managing for Results (MFR) system as well as StateStat. ➦ One of OTD's key goals is to influence prospective visitors in targeted markets to plan a trip to Maryland. Marketing activities are then developed with the objective of increasing Web visits and quality leads for potential visitors. ➦ All performance measures were estimated to decline in Fiscal Year 2013, given that there was no special event planned on the magnitude of the Fiscal Year 2012 Star-Spangled Sailabration War of 1812 Bicentennial launch event. Only two of these measures saw a decline from Fiscal Year 2012, and all three performance measures were up significantly from Fiscal Year 2011 results: unique web visitors were up 28 percent; advertising-generated inquiries were up 37 percent; and travel media exposure was up 43 percent. This positive performance was thanks in part to the Federal Scenic Byways reimbursable funds that have been allocated to online, print and television advertising in fiscal years 2012 and 2013. OTD will utilize the last of these grant funds in Fiscal Year 2014. Unfortunately, this federal funding source is no longer available.

THREE PERFORMANCE METRICS ARE TRACKED AGAINST THIS OBJECTIVE:

## NUMBER OF UNIQUE WEB VISITORS

OTD increased its online advertising budget 17 percent to offset the expected decline in FY 2013 performance measures, after the high volumes driven by Sailabration. In FY 2013, the number of unique web visitors to VisitMaryland.org grew 9 percent; the overall decline in unique web visitors was driven by a reduction of 420,000 in traffic to War of 1812/Sailabration websites.

	FY 2011	FY 2012	FY 2013	%CHANGE 2012-13
VISITMARYLAND.ORG	1,371,930	1,527,389	1,665,713	9.0%
VISITMD.MOBI MOBILE SITE		118,486	45,762	(61.4%)
1812/SAILABRATION WEB SITE(S)	17,706	495,269	67,499	(86.4%)
TOTAL TRAFFIC TO ALL WEBSITES	1,389,636	2,141,144	1,778,974	(16.9%)
ONLINE ADVERTISING BUDGET	\$457,140	\$488,677	\$572,925	17.2%

Google Analytics data

## ADVERTISING-GENERATED INQUIRIES

OTD receives request for travel kits in response to print, radio, outdoor, electronic and TV advertising. OTD increased its advertising budget for traditional media (print, radio, outdoor and TV) by 36 percent to offset the expected decline in FY 2013 performance measures, after the high volumes driven by Sailabration. This strategy paid off, with increases in both the number of advertising-generated inquiries from traditional media (up 22.9 percent) and website requests for travel kits (up 43.9 percent.) The advertising budget for traditional media (print, radio, outdoor and TV) increased by 36 percent while overall media spending increased 30.7 percent.

	FY 2011	FY 2012	FY 2013	% CHANGE 2012-13
NUMBER OF ADVERTISING GENERATED INQUIRIES	39,018	44,314	54,460	22.9%
NUMBER OF TRAVEL KITS ORDERED VIA WEBSITE	21,550	19,904	28,649	43.9%
TOTAL NUMBER OF TRAVEL REQUESTS	60,568	64,218	83,109	29.4%
PRINT, RADIO, TV, OUTDOOR AD BUDGET	\$557,405	\$1,244,582	\$1,693,000	36.0%
TOTAL ADVERTISING BUDGET	\$1,014,545	\$1,733,260	\$2,265,925	30.7%

## PUBLIC RELATIONS EFFORTS

Public relations activities – press outreach, familiarization tours, and visiting journalists – generated \$13.7 million in advertising value for Maryland tourism products and services. Travel media exposure only declined by \$1.7 million from the previous year – and Sailabration had accounted for more than \$7 million in advertising equivalency in FY 2102.

	FY 2011	FY 2012	FY 2013	% CHANGE 2012-13
TRAVEL MEDIA EXPOSURE	\$9,576,094	\$15,378,375	\$13,696,468	(10.9%)



## USING RESEARCH TO ENSURE ADVERTISING EFFECTIVENESS

The OTD strives to make informed decisions regarding advertising placements and expenditures. Following the 2012 Maryland of \_\_\_\_\_ campaign, the Board commissioned a leading market research company, Strategic Marketing and Research, Inc. (SMARI) to measure the recognition and effectiveness of OTD's 2012 advertising placements. SMARI found that OTD's return on invested advertising dollar compared favorably to other studies – and was, in fact, one of the highest returns on each dollar that they have ever measured compared to other destinations.

The study concluded that OTD-placed advertisements that included the Maryland of \_\_\_\_\_ images and content generated \$317 million in visitor spending and \$44.4 million in State and local taxes. 265,067 trips to Maryland can be attributed to this campaign. These trips supported 2,925 jobs.

One dollar spent on the Maryland of \_\_\_\_\_ campaign by the OTD returned \$160 dollars in visitor spending, more than \$22 in State and local revenue, and nearly \$5 in State sales tax revenue.

One new tourism job was supported for every \$680 in OTD advertising.

Given the high return on investment for the Maryland of \_\_\_\_\_ advertisements, the Board has allocated \$750,000 of the additional \$1 million appropriated to the Board Fund in Fiscal Year 2014 to media buys targeting prospective visitors.

## 2012 ADVERTISING CAMPAIGN

<b>MEDIA BUDGET</b>	\$1,988,518
<b>INCREMENTAL TRIPS GENERATED</b>	265,067
<b>VISITOR SPENDING</b>	\$317 MILLION
<b>STATE SALES TAX GENERATED</b>	\$9.5 MILLION
<b>STATE/LOCAL TAX GENERATED</b>	\$44.4 MILLION
<b>ADDITIONAL JOBS</b>	2,925
<b>VISITOR SPENDING per ad dollar</b>	\$159.56
<b>STATE SALES TAX REVENUE per ad dollar</b>	\$4.79
<b>STATE AND LOCAL TAX REVENUE per ad dollar</b>	\$22.34

2,925 NEW JOBS,  
EQUALING ONE JOB FOR EVERY \$680 IN ADVERTISING

## MARYLAND'S TOURISM MARKETING WORKS IN ATTRACTING MORE VISITORS

*The OTD has been a highly effective steward of the Board marketing funds, particularly during recent budget reductions. In Fiscal Year 2013, the U.S. Travel Association reported that Maryland's tourism budget was \$10.4 million -- \$9.1 million in general funds and \$1.3 million in special and reimbursable funds generated by the Board through advertising sales as well as the Federal Highway Administration Scenic Byways grant award. The amount allocated to domestic advertising and sales promotion was \$2.6 million. The states that compete most heavily with Maryland – which have similar beach, urban, cultural heritage or mountain destinations – have historically had larger advertising and sales promotion budgets and have targeted the same prospective visitors: in Fiscal Year 2013, both Virginia and North Carolina allocated more than \$5.8 million to domestic advertising and sales promotion, in comparison to Maryland's \$2.6 million.*

In order to combat this disparity, OTD began to refocus marketing efforts in 2008, targeting the key feeder markets of Washington, D.C., Philadelphia and Baltimore with year-round advertising based on new consumer research that helped crystalize key messaging. The new marketing campaign connected with consumers on an emotional level and aided in Maryland attracting 35.4 million domestic travelers in 2012, an increase of 2.9 percent from 2011 and an increase of 30 percent from 2007's 27.2 million visitors. Maryland saw growth in leisure, as well as both day trips and overnights. Maryland outperformed national trends, and led the region with the largest percent growth in the leisure and overnight segments, according to an annual national survey of U.S. travelers conducted by D.K. Shifflet and Associates, a leading travel industry research firm. In comparison to 2007 visitor volume, Maryland realized more growth than any state in the region, both overall and in the leisure segment.

Maryland's 30 percent increase – representing an additional 8.2 million visitors from 2007 to 2012 – was substantially greater than the 9.2 percent increase the United States saw during that same time period. Maryland's increase in visitation was significantly greater than the performance of other mid-Atlantic states. Maryland has increased market share 19.1 percent since 2007, outperforming national and regional leisure travel trends during this challenging economic climate.

The OTD works closely with the local tourism offices, both individually as well as through the MDMOs, on a variety of product development and marketing programs. New partner marketing and cooperative advertising opportunities were developed in Fiscal Year 2011 in response to the larger grant pool. Working collaboratively with a unified message makes everyone's marketing dollars go further.



# TOURISM SALES TAX REVENUES OUTPERFORM OVERALL RETAIL SALES TAX COLLECTIONS

The passage of the Tourism Promotion Act of 2008 enacted a new potential funding source based on the tourism sector's growth year over year. This funding formula provides another quantitative, policy-backed way to report the impact that visitor spending has on sales revenue in Maryland. Eight sales tax codes are tracked and multiplied by a tourism factor – the amount deemed attributable to visitor spending – by the Comptroller. The Board qualifies for additional funding if this tourism tax increment exceeds three percent of the tourism tax revenues from the previous year.

The Bureau of Revenue Estimates reported actual tourism expenditures of \$392 million for FY 2013; after adjusting for the sales tax rate increase on the sale of alcohol, these revenues totaled \$381.4 million. Adjusted tourism revenues increased 1.0 percent, outperforming the growth of overall sales tax categories. Five of the eight performance measures saw increases in FY 2013, with slight decreases in Hotels, Motels Selling Food (with beer, wine and liquor license) by 1.3 percent; Automobile, Bus and Truck Rentals by 3.2 percent; and Airlines-Commercial by 14.3 percent. These three categories are associated more with business travel, and anecdotal evidence from Southern Maryland and Anne Arundel County raises concerns about the impact of sequestration on government travel.

SALES TAX CATEGORY		TOTAL SALES TAX REVENUES (\$)				TAX FACTOR	ADJUSTED TOURISM TAXES (\$)		
		FY 2013 WITH ALCOHOL INCREASE	FY 2013 WITHOUT ALCOHOL INCREASE	FY 2012 WITH ALCOHOL INCREASE	FY 2012 WITHOUT ALCOHOL INCREASE		FY 2013 WITHOUT ALCOHOL INCREASE	FY 2012 WITHOUT ALCOHOL INCREASE	GROWTH WITHOUT ALCOHOL INCREASE
111	HOTELS, MOTELS SELLING FOOD <i>w/BWL</i>	\$42.8	\$41.9	\$43.5	\$42.4	100%	\$41.9	\$42.4	(1.3%)
901	HOTELS, MOTELS, APARTMENTS, COTTAGES	\$91.8	\$91.0	\$89.8	\$88.7	100%	\$91.0	\$88.7	2.5%
108	RESTAURANTS, LUNCHROOMS, DELIS	\$323.7	\$317.1	\$314.9	\$310.3	33%	\$105.7	\$103.4	2.2%
112	RESTAURANTS AND NIGHTCLUBS <i>w/BWL</i>	\$247.0	\$227.4	\$245.9	\$222.3	33%	\$75.8	\$74.1	2.3%
306	GENERAL MERCHANDISE	\$156.6	\$156.2	\$153.7	\$153.4	5%	\$7.8	\$7.7	1.8%
407	AUTOMOBILE, BUS AND TRUCK RENTALS	\$62.4	\$62.4	\$64.4	\$64.4	90%	\$56.2	\$58.0	(3.2%)
706	AIRLINES — COMMERCIAL	\$0.3	\$0.3	\$0.3	\$0.3	50%	\$0.1	\$0.2	(14.3%)
925	RECREATION AND AMUSEMENT PLACES	\$6.1	\$5.9	\$6.0	\$5.9	50%	\$3.0	\$2.9	1.1%
TOURISM TAX CATEGORIES SUBTOTAL		\$930.7	\$902.1	\$918.7	\$887.8		\$381.4	\$377.5	1.0%
ALL SALES TAX CATEGORIES SUBTOTAL		\$4,126.8		\$4,095.7					0.76%

*Since FY 2007, sales tax revenues attributable to tourism have grown 31.4 percent, far outperforming the 19.7 percent growth of overall sales tax collections. These tourism revenues now account for more than 9 percent of all sales tax collections.*



## TOURISM REVENUE GROWTH FAR OUTPACES OVERALL SALES TAX COLLECTIONS

	OVERALL SALES TAX COLLECTIONS	ADJUSTED TOURISM TAX CODES	% OF TOTAL
FY 2007	\$3,447.9 BILLION	\$290.3 MILLION	8.4%
FY 2008	\$3,748.9 BILLION	\$298.2 MILLION	7.95%
FY 2009	\$3,851.8 BILLION	\$346.3 MILLION	8.99%
FY 2010	\$3,761.9 BILLION	\$342.0 MILLION	9.09%
FY 2011	\$3,898.0 BILLION	\$359.5 MILLION	9.22%
FY 2012	\$4,095.7 BILLION*	\$377.5 MILLION	9.22%
FY 2013	\$4,126.9 BILLION*	\$381.4 MILLION	9.24%
% GROWTH FY 07-FY 13	19.7%	31.4%	10%

*\* Includes alcohol tax increase*



*Across the State, county to county, no matter the region, visitor spending makes a significant impact. The following chart details actual tourism expenditures for Maryland's 23 counties and Baltimore City, broken out by geographic region.*

## TOURISM SALES & USE TAX CODES BY COUNTY — ADJUSTED FOR TOURISM FACTOR

COUNTY	FY 2013 TOURISM SALES TAX REVENUE WITH ALCOHOL INCREASE	FY 2012 TOURISM SALES TAX REVENUE WITH ALCOHOL INCREASE	% CHANGE
ALLEGANY	\$3,859,737	\$3,595,947	7.3%
GARRET	3,114,991	2,930,133	6.3%
WASHINGTON	7,179,852	7,329,570	(2.0%)
<b>WESTERN REGION</b>	<b>\$14,154,580</b>	<b>\$13,855,650</b>	<b>2.2%</b>
FREDERICK	11,632,595	11,035,475	5.4%
MONTGOMERY	66,848,893	67,059,516	(0.3%)
PRINCE GEORGE'S	52,408,296	52,268,538	0.3%
<b>CAPITAL REGION</b>	<b>\$130,889,784</b>	<b>\$130,363,529</b>	<b>0.4%</b>
ANNE ARUNDEL	58,424,967	57,437,083	1.7%
BALTIMORE CITY	48,658,337	47,407,142	2.6%
BALTIMORE COUNTY	42,053,485	41,531,480	1.3%
CARROLL	5,315,291	5,242,876	1.4%
HARFORD	9,976,513	10,054,163	(0.8%)
HOWARD	\$16,037,307	15,802,252	1.5%
<b>CENTRAL REGION</b>	<b>\$180,465,900</b>	<b>\$177,474,996</b>	<b>1.7%</b>
CALVERT	2,814,993	3,073,123	(8.4%)
CHARLES	6,988,488	7,058,775	(1.0%)
ST. MARY'S	4,372,429	4,552,976	(4.0%)
<b>SOUTHERN REGION</b>	<b>\$14,175,910</b>	<b>\$14,684,874</b>	<b>(3.5%)</b>
CAROLINE	\$566,678	\$572,415	(1.0%)
CECIL	\$3,735,045	\$3,825,334	(2.4%)
DORCHESTER	\$2,752,924	\$2,962,648	(7.1%)
KENT	\$886,202	\$888,454	(0.3%)
QUEEN ANNE'S	\$2,569,058	\$2,458,920	4.5%
SOMERSET	\$376,551	\$358,056	5.2%
TALBOT	\$4,048,525	\$3,946,045	2.6%
WICOMICO	\$5,263,089	\$5,334,838	(1.3%)
WORCESTER	\$24,474,031	\$23,719,185	3.2%
<b>EASTERN SHORE</b>	<b>\$44,672,103</b>	<b>\$44,065,895</b>	<b>1.4%</b>

### DEPARTMENT OF BUSINESS & ECONOMIC DEVELOPMENT

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MARTIN O'MALLEY, Governor

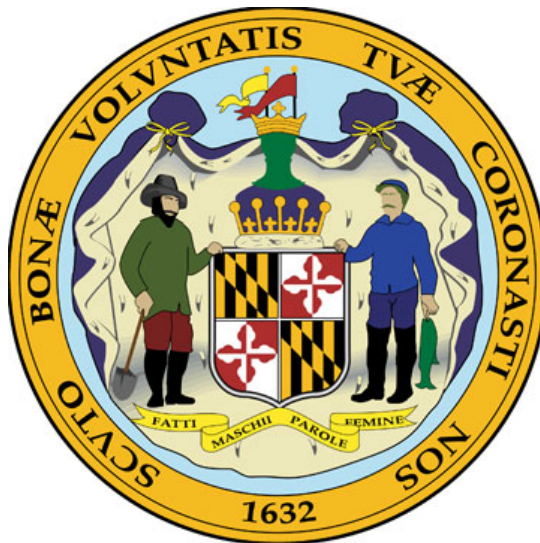
DOMINICK E. MURRAY, Secretary of the Department of Business & Economic Development

HANNAH LEE BYRON, Assistant Secretary of the Division of Tourism, Film and the Arts

MARGOT A. AMELIA, Executive Director of the Office of Tourism

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix XII**



**June 2014**

**Task Force to Study a Post-Labor Day Start Date for MD Public Schools**  
**Minutes**  
**April 23, 2014**

**Welcome:** William Cappe, Chairman of the Task Force called the meeting to order at 1:07 PM when a quorum present. Mr. Cappe welcomed Task Force members and observers to the meeting.

**Attendance:** Nine of the nineteen members were present at the start of the meeting with a total of twelve members present by the end of the meeting.

**Approval of Minutes:** Mr. Cappe asked if after reviewing the minutes were there any changes to the minutes as presented. A motion was made and seconded to accept the minutes. There were two additions made to the minutes: Page 2 the word “be” was added before malleable in the first line of paragraph one; Page 2 under Work Group I – Education second bullet the word “jurisdiction” was replaced with “the state”. The chair called for a vote on motion to approve the minutes with the changes, and by a show of hands the members approved the minutes. The approved minutes will be posted to the MSDE website.

**Review of Materials:** Sarah Spross reviewed with members important materials contained in their handouts:

- Six charts were included that provided historical information about school system closures for 2008 through 2012.
- March 20, 2014 newspaper article from *The Dispatch* that discussed a poll taken concerning a post-Labor Day start date for schools. This article was brought to Ms. Spross’ attention after the March 24, 2014 Task Force meeting, that was why it was not included in the Materials of Interest at that Task Force meeting.

This will probably be the last time Materials of Interest are provided to Task Force members since the final meeting is scheduled for May 19, 2014.

**Small Work Group Period:** Both Mr. Cappe and Ms. Spross noted that at the March 24<sup>th</sup> Task Force meeting, they requested that each work group submit a draft of their proceedings. It was hoped that by receiving this information work could begin collating and preparing the final Task Force report so that it could be presented at today’s meeting. Since no group submitted work, such information could not be presented today.

Groups were asked to submit their findings and recommendations via email to Kris Angelis by Friday, April 25, 2014 so work can begin in organizing the report. The Task Force members will be given a draft of this information with the minutes from this meeting and the May 19 agenda before the next meeting. Members are reminded that this draft report is confidential and embargoed until it is presented to the Governor. It was suggested as the work groups collect information to formulate their findings and recommendations they should refer to the original bill that outlines the charge of the Task Force.

Members broke into small work groups at 1:20 PM and reconvened at 2:20 PM to present their findings to the whole Task Force.

### **Work Group 1 – Education Report**

- Recommend that school systems should move forward to make sure 75% of facilities have air conditioning. Those school systems with less than 75% of their buildings with air conditioning would be exempt from the post-Labor Day start date until 2017 (Garrett County, Baltimore City and Baltimore County school systems). Garrett County may not need to air condition facilities due to the climate of their region.
- Recommend the state be able to amend the law in order to withdraw Easter Monday as a holiday.
- Recommend local school systems allow teachers obtain professional development via experiences beyond the school provided professional development that contributes to their professionalism as instructors. Teachers could demonstrate provide proof of learning in various ways as they take advantage of webinars, seminars, presentations at local, state and national venues, or online presentations. This provides more flexibility to the school system to provide less days for professional development and more days for student instruction.

### **Work Group 2 - Economy**

- The group has developed an outline in which to present their final submission. The report will discuss opportunities for teachers, students and families.
- Recommend a start date for school systems to be no earlier than September 1. This is a fair date that maintains local school system control over their start date while taking into consideration the economic impact on the state.
- Presented a state map that demonstrates the versatility of the state and the many economic factors evident in the state. The map illustrates the diversity of the state demographically, agriculturally, entertainment venues, recreation venues, tourism, and waterman industry.
- In their report the group will include information gathered from other states as well as Maryland that demonstrates how other states have wrestled with this same problem.

**Discussion:** It was discussed that it appears individuals do not want earlier and earlier start dates for school systems. This recommendation gives local school systems the opportunity to start before Labor Day especially when Labor Day is later in the month. This way the state can maximize the economic impact on the state while giving local school systems flexibility for their calendar.

### **Work Group 3 – Tourism**

- The group is looking at occupancy rates, revenues generated and taxes in the state.
- Quantitatively, the group is reviewing financial information from Garrett and Worcester Counties.
- The group indicated that at a minimum, they will probably concur with the September 1 recommendation made by Group 2, as the Task Force is working for compromise.

**Other Business:**

Mr. Cappe again discussed the idea of a 3-prong approach to the final Task Force report. This could include one motion from the entire Task Force or individual recommendations from the 3 work groups. Each group will have its own section in the report to present their findings. The Task Force members will receive the preliminary report findings prior to the May 19<sup>th</sup> meeting depending on the information received by the 3 work groups.

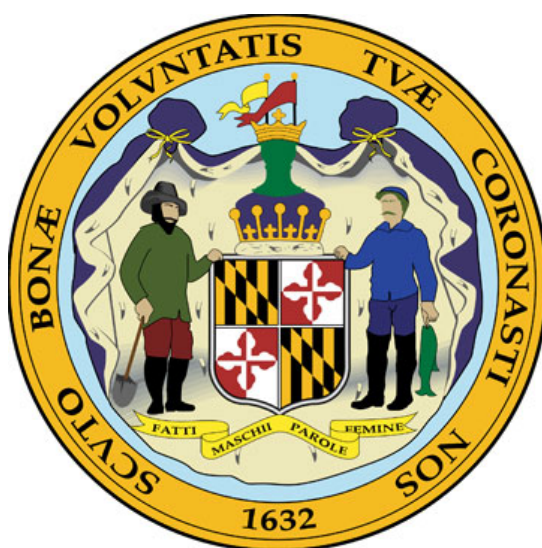
A motion to adjourn the meeting was made and seconded at 3:42 PM.

Respectfully submitted,

Kristine Angelis, Ph.D.  
Administrator

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix XIII**



**June 2014**



# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

**Materials of Interest  
April 23, 2014 Meeting**

## **Charts, Historical Information Regarding School System Closures**

Chart 1: 2008-2009 Public Schools Opening and Closings

Chart 2: Closures for storm flooding November 2009

Chart 3: Closures for Blizzards of December 2009 and February 2010

Chart 4: 2010-2011 School Closings Due to Inclement Weather

Chart 5: Closures for Hurricane Irene August 2011

Chart 6: Closures for Hurricane Sandy October 2012

## **Newspaper Article Concerning Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

**“Poll to Gauge Opinion on Post-Labor Day School Start,” The Dispatch March 20, 2014**

Article reports that at the March Tourism Commission meeting that the Greater Ocean City Chamber of Commerce Executive Director indicated that an initiative is underway to conduct an opinion poll to see what Marylanders think about a Post-Labor Day start date. It was reported that David Reel with the Maryland Hotel and Lodging Association put out a bid to receive proposals to conduct the survey. It is anticipated to cost approximately 20,000.00 and hopes to survey at least 1000 Marylanders.

# SCHOOL YEAR 2008-2009

## MARYLAND STATE DEPARTMENT OF EDUCATION PUBLIC SCHOOL OPENINGS AND CLOSINGS

Revised for Inauguration changes 01/09/2009

SCHOOL SYSTEM	FIRST DAY	WINTER BREAK	SPRING BREAK	OTHER CLOSINGS AND HOLIDAYS	INAUGURATION CHANGE ONLY	LAST DAY
Allegany	Aug 25	Dec 24-Jan 2	Apr 10-13	9/1, 10/1, 11/3, 11/4, 1/19, 2/4, 2/16, 5/25		June 2
Anne Arundel	Aug 25**	Dec 24-Jan 2	Apr 9-13	9/1, 9/30, 10/9, 11/4, 11/24, 11/25, 1/19, 1/27, 1/28, 2/16, 5/25	No change 12/2/08	June 12
Baltimore City	Aug 25	Dec 24-Jan 2	Apr 6-13	9/1, 10/16, 10/17, 11/4, 11/14, 1/19, 1/20, 1/29, 1/30, 2/16, 4/14, 5/25	Add 1/20, add 1 day	June 10
Baltimore	Aug 25	Dec 24-Jan 2	Apr 6-13	9/1, 9/29, 9/30, 10/9, 11/3, 11/4, 1/19, 1/26, 2/16, 5/25		June 18
Calvert	Aug 20	Dec 22-Jan 2	Apr 6-13	9/1, 9/12, 9/26, 11/4, 11/10, 1/19, 1/20, 2/16, 4/27, 5/25	Add 1/20, delete 2/13	June 16
Caroline	Aug 25	Dec 22-Jan 2	Apr 9-13	9/1, 9/15, 11/4, 11/10, 12/8, 1/19, 1/26, 2/16, 5/25		June 12
Carroll	Aug 26	Dec 24-Jan 2	Apr 9-13	9/1, 9/29, 10/17, 11/4, 11/24, 11/25, 1/19, 1/26, 2/16, 2/17, 5/25		June 16
Cecil	Aug 25	Dec 24-Jan 2	Apr 9-14	9/1, 11/3, 11/4, 11/5, 12/22, 12/23, 1/19, 1/23, 1/26, 2/16, 5/1, 5/25		June 10
Charles	Aug 25	Dec 22-Jan 2	Apr 6-13	9/1, 9/12, 11/4, 11/11, 1/19, 1/20, (1/23), 2/16, 3/4, 5/25	Add 1/20, delete 1/23	June 17
Dorchester	Aug 25+	Dec 22-Jan 2	Apr 10-13	9/1, 9/26, 10/1, 10/20, 11/4, 12/9, 1/19, 1/23, 2/16, 3/4, 5/25		June 16
Frederick	Aug 25	Dec 24-Jan 2	Apr 8-13	9/1, 9/19, 9/30, 10/9, 11/3, 11/4, 1/19, 1/20, 1/21, 2/16, 3/27, 5/25	Already off	June 17
Garrett	Aug 26	Dec 24-Jan 2	Apr 10-13	9/1, 10/9, 10/10, 11/4, 1/19, 2/16, 5/25		June 1
Harford	Aug 25	Dec 24-Jan 2	Apr 8-13	9/1, 9/30, 10/9, 10/31, 11/3, 11/4, 1/19, 1/26, 1/27, 2/16, 4/6, 4/7, 5/25		June 10
Howard	Aug 25	Dec 22-Jan 2	Apr 6-13	9/1, 9/30, 10/9, 11/3, 11/4, 11/26, 1/19, 1/26, 2/16, 2/27, 4/23, 5/15, 5/25		June 16
Kent	Aug 25#	Dec 22-Jan 2	Apr 9-14	8/29, 9/1, 10/16, 1/19, 1/26, 2/13, 2/16, 4/8, 5/25		June 16
Montgomery	Aug 26	Dec 24-Jan 2	Apr 6-9	9/1, 9/30, 10/9, 11/3, 11/4, 1/19, 1/20, 1/26, 2/16, 3/30, 4/10, 4/13, 5/25	Add 1/20 (183 days)	June 16
Prince George's	Aug 25	Dec 22-31	Apr 6-9	9/1, 9/26, 10/9, 10/31, 11/4, 11/11, 1/1, 1/2, 1/19, 1/20, 1/30, 2/16, 4/10, 4/13, 4/17, 5/25	Add 1/20 (181 days)	June 17
Queen Anne's	Aug 25++	Dec 22-Jan 2	Apr 6-13	9/1, 10/16, 11/4, 1/19, 1/22, 1/23, 2/16, 5/25		June 17
St. Mary's	Aug 20	Dec 22-Jan 2	Apr 6-9	9/1, 9/19, 10/13, 11/4, 11/11, 11/26, (1/16), 1/19, 1/20, 2/16, 4/10, 4/13, 5/1, 5/25	Add 1/20, delete 1/16	June 16
Somerset	Aug 25	Dec 22-Jan 2	Apr 9-13	8/29, 9/1, 10/20, 11/4, 11/26, 1/19, 1/26, 2/13, 2/16, 4/8, 5/25		June 12
Talbot	Aug 25	Dec 22-Jan 2	Apr 9-13	9/1, 10/16, 11/13, 11/14, 1/19, 1/23, 2/16, 3/5, 3/6, 5/25		June 9
Washington	Aug 20	Dec 24-Jan 2	Apr 9-13	9/1, 11/3, 11/4, 12/1, 1/19, 1/20, 2/16, 4/3, 5/25	Already off	June 10
Wicomico	Aug 25*	Dec 22-31	Apr 8-13	9/1, 10/20, 11/4, 1/1, 1/2, 1/19, 1/26, 1/27, 2/16, 3/2, 5/4, 5/25		June 10
Worcester	Sept 2	Dec 22-Jan 2	Apr 10-13	11/3, 11/4, 1/19, 1/29, 1/30, 2/16, 4/9, 5/25		June 17

Save:SchoolOpeningsClosingsList2008-2009

\*WI Grades K-6 & 9 Aug 25, all grades Aug 26  
 \*\*AA Grades 1-5, 6 & 9 Aug 25, all grades Aug 26  
 +DOR Grades 1-5, 6 & 9 Aug 25, all grades Aug 26  
 ++ QA Grades 1-9 Aug 25, August 26 grades 10-12  
 # KENT Grades k-9 Aug 25, Aug 26 all students

### School closings reported due to storm related flooding-November 12-13, 2009

<b>School System</b>	<b>November 12, 2009</b>	<b>November 13, 2009</b>
<b>Allegany</b>		
<b>Anne Arundel</b>	No school closings	No school closings
<b>Baltimore City</b>	No school closings	No school closings
<b>Baltimore County</b>	No school closings	No school closings
<b>Calvert</b>	No school closings	No school closings
<b>Caroline</b>	No school closings	
<b>Carroll</b>	No school closings	No school closings
<b>Cecil</b>	No school closings	No school closings
<b>Charles</b>	No school closings	No school closings
<b>Dorchester</b>	S. Dorchester (Prek-8) closed early at 10 am	S. Dorchester (Prek-8) closed; children who live in the affected area are excused from Cambridge-S. Dorchester HS-school is open for all others.
<b>Frederick</b>	No school closings	No school closings
<b>Garrett</b>		
<b>Harford</b>	No school closings	No school closings
<b>Howard</b>	No school closings	No school closings
<b>Kent</b>		
<b>Montgomery</b>		
<b>Prince George's</b>	No school closings	
<b>Queen Anne's</b>	No school closings	
<b>St. Mary's</b>	No closings-cancelled after school and evening activities	Schools open 2 hours late
<b>Somerset</b>		#Ewell E/S on Smith Island closed. School boat bus not operating.
<b>Talbot</b>	No school closings	No school closings
<b>Washington</b>	No school closings	No school closings
<b>Wicomico</b>		
<b>Worcester</b>	No school closings	Schools closed today
<b># Change for Somerset 11/13</b>		

**SCHOOL SYSTEM CLOSURES**  
**December 21-23, 2009 and February 8-16, 2010**

**\*Opened On President's Day (2/25)**

**\*\* Opened on Prof. Development Day**

School System	Dec 21, 2009	Dec 22, 2009	Dec 23, 2009	Feb 8	Feb 9	Feb 10	Feb 11	Feb 12	Feb 16	Emergency days in calendar	# days closed 08/09 - 2/19/10
Allegany	Closed	2 hour delay	Open	Closed	Closed	Prof dev	Closed	Closed	Prof dev	8 days added to end	8
Anne Arundel	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	4 days included in cal.	10
Baltimore City	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	5 days added to end	9
Baltimore	Closed	Closed	2 hr. delay	Closed	Closed	Closed	Closed	Closed	Closed	7 days included in cal.	8
Calvert	Closed	Closed	Winter Break	Closed	Closed	Closed	Closed	Closed	2 hour	5 days included in cal.	9
Caroline	Winter Break	Winter Break	Winter Break	Closed	Closed	Closed	Closed	Closed	Closed	4 days included in cal.	8
Carroll	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Prof dev	5 days included in cal.	8
Cecil	Closed	Closed	Winter Break	Closed	Closed	Closed	Closed	Closed	2 hour	7 days added to end	8
Charles	Winter Break	Winter Break	Winter Break	Closed	Closed	Closed	Closed	Closed	2 hour	4 days included in cal.	7
Dorchester	Winter Break	Winter Break	Winter Break	Closed	Closed	Closed	Closed	Closed	1 hour	5 days include in cal.	9
Frederick	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	5 days included in cal.	12
Garrett	Open	Open	Open	2 hr. delay	Closed	Closed	Closed	Closed	Closed	5 days included in cal.	14
Harford	Closed	Closed	2 hour delay	Closed	Closed	Closed	Closed	Closed	Closed	4 days added to end /2 days identified in cal.	8
Howard	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	5 days added to end	8
Kent	Closed	Closed	Winter Break	Closed	Closed	Closed	Closed	Closed	Closed	5 days included in cal.	8
Montgomery	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	2 hour	4 days included in cal. Will add 5 days if nec.	9
Prince George's	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Prof dev	Closed	4 days added to end	9
Queen Anne's	Winter Break	Winter Break	Winter Break	Closed	Closed	Closed	Closed	Closed	90 min	5 days added to end <b>*OPEN 2/15</b> <b>**2/16</b>	7
St. Mary's	Closed	Closed	Winter Break	Closed	Closed	Closed	Closed	Closed	1 hour	5 days included in cal. Other days identified	10
Somerset	Winter Break	Winter Break	Winter Break	Closed	Closed	Closed	Closed	Closed	1 hour	3 days included in cal.	7
Talbot	Winter Break	Winter Break	Winter Break	Closed	Closed	Closed	Closed	Closed	Open	Days added to end <b>*OPEN 2/15</b>	8
Washington	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	2 hour	8 days included in cal.	8
Wicomico	Closed	Closed	Winter Break	Closed	Closed	Closed	Closed	Closed	2 hour	5 days added to end	11
Worcester	2 hrs delay	Open	Winter Break	Closed	Closed	Closed	Closed	Closed	2 hour	3 days included in cal.	9

# 2010-2011 School Closings Due to Inclement Weather

School System	January 26, 2011	January 27, 2011	January 28, 2011	February 1, 2011
Allegany	Closed	Closed	Open	Closed
Anne Arundel	Closed	Closed	2 hour delay	2 hour delay
Baltimore City	Closed	Closed	Closed	2 hour delay
Baltimore County	Closed	Closed	Closed	Closed
Calvert	Open	Closed	Open	Open
Caroline	2 hour delay	Closed	Open	2 hour delay
Carroll	Closed	Closed	Closed	Closed
Cecil	Closed	Closed	Closed	Closed
Charles	Open	Closed	2 hour delay	Open
Dorchester	Open	Closed	Open	2 hour delay
Frederick	Closed	Closed	2 hour delay	Closed
Garrett	Closed	Closed	Open	Closed (per MEMA)
Harford	Closed	Closed	Closed	Closed
Howard	Closed	Closed	2 hour delay	2 hour delay
Kent	Closed	Closed	1 hour delay	Closed (changed)
Montgomery	Closed	Closed	Closed	2 hour delay
Prince George's	Closed	Closed	2 hour delay	Open
Queen Anne's	Professional Dev.	Closed	90 minute delay	Closed (changed)
St. Mary's	Open	Closed	Open	Open
Somerset	Open	1 hour delay	Open	Open
Talbot	Closed	Closed	Open	2 hour delay
Washington	Closed	Closed	2 hour delay	Closed
Wicomico	Open	2 hour delay	Open	Open
Worcester	Open	1 hour delay	Professional day	Open

School System	February 22, 2011			
Allegany	Closed			
Anne Arundel	Closed			
Baltimore City	Closed			
Baltimore County	Closed			
Calvert	2 hours late			
Caroline	Closed			
Carroll	Closed			
Cecil	Closed			
Charles	2 hour delay			
Dorchester	2 hour delay			
Frederick	Closed			
Garrett	2 hour delay			
Harford	Closed			
Howard	Closed			
Kent	Closed			
Montgomery	2 hour delay			
Prince George's	Closed			
Queen Anne's	Closed-Prof. Dev.			
St. Mary's	2 hour delay			
Somerset	1 hour delay			
Talbot	Closed			
Washington	Closed			
Wicomico	2 hour delay			
Worcester	2 hour delay			

### School System Closures      Hurricane Irene

School System	Opening date	August 29, 2011	August 30, 2011	August 31, 2011	September 1, 2011
Allegany	8/24	Open	Open	Open	Open
Anne Arundel	8/23	Closed	Closed	Open-15 schools closed	Open-7 schools closed
Baltimore City	8/29	Closed	Closed	Open-20 schools closed	Open-9 schools closed
Baltimore County	8/29	Closed	Closed	Open-19 schools closed	Open-18 schools closed
Calvert	8/24	Closed	Closed	Closed	Open
Caroline	8/24	Open	Open-1 school closed	Open	Open
Carroll	8/30	Open on 8/30	Open-2 schools closed	Open	Open
Cecil	8/24	Closed	Open	Open	Open
Charles	8/29	Closed	Open	Open	Open
Dorchester	8/22	Open	Open	Open	Open
Frederick	8/29	Open	Open	Open	Open
Garrett	8/24	Open	Open	Open	Open
Harford	8/29	Closed	Closed	Open-11 schools closed	Open
Howard	8/29	Closed	Open-10 schools closed	Open-1 school closed	Open
Kent	8/29	Closed	Open	Open	Open
Montgomery	8/29	Open-6 closed	Open	Open	Open
Prince George's	8/22	Closed	Open	Open-1 school closed	Open-1 school closed
Queen Anne's	8/29	Closed	Open	Open	Open
St. Mary's	8/24	Closed	Closed	Closed	Open
Somerset	8/22	Closed	Open	Open	Open
Talbot	8/23	Closed	Open	Open	Open
Washington	8/24	Open	Open	Open	Open
Wicomico	8/29	Open	Open	Open	Open
Worcester	8/29	Closed	Open	Open	Open

Hurricane Sandy    October, 2012  
Openings and Closings

School System	Emergency days	Oct. 29	Oct. 30	Oct. 31	Nov. 1	Nov 2
Allegany	7 days at end of calendar	Closed	Closed	Closed	Open	Open
Anne Arundel	4 days built in calendar	Closed	Closed	2 hr. delay Some schools closed	Open Some schools closed	Open
Baltimore City	5 days at end of calendar	Closed	Closed	Closed	Open	Open
Baltimore	7 days in calendar	Closed	Closed	Open some schools closed	Open 1 school closed	Open
Calvert	5 days in calendar	Closed	Closed	Open	Open	Open
Caroline	4 days in calendar	Closed	Closed	2 hr. delay	Open	Open
Carroll	5 days in calendar	Closed	Closed	Open	Open	Open
Cecil	4 days in calendar	Closed	Closed	Open	Open	Open
Charles	4 days in calendar	Closed	Closed	Open	Open	Open
Dorchester	5 days at end of calendar	Closed	Closed	closed	1 hr. delay	Open
Frederick	5 days in calendar	Closed	Closed	2 hr. delay 2 schools closed	Open 1 school closed	Open
Garrett	8 days in calendar	Closed	Closed	Closed	Closed	Closed
Harford	8 days in calendar	Closed	Closed	Closed	Open	<b>Holiday</b>
Howard	5 days in calendar	Closed	Closed	Open 1 school closed	Open	Open
Kent	5 days in calendar	Closed	Closed	1 hr. delay	Open	Open
Montgomery	4 days in calendar	Closed	Closed	Open	Open	Open
Prince George's	4 days at end of calendar	<b>Holiday</b>	Closed	Open 2 schools closed	Open 1 school closed	Open
Queen Anne's	5 days in calendar	Closed	Closed	90 min. delay	Open	Open
St. Mary's	5 days at end of calendar	Closed	Closed	Open	Open	Open
Somerset	3 days in calendar	Closed	Closed	Closed	Closed	Closed
Talbot	Days added to end of cal.	Closed	Closed	90 min delay	Open	Open
Washington	8 days in calendar	Closed	Closed	2 hr. delay	Open	Open
Wicomico	5 days in calendar	Closed	Closed	2 hr. delay	Open	Open
Worcester	3 days in calendar	Closed	Closed	Closed	Open	Open



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Dan Clayland, Project Manager 410-723-6983







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## Poll To Gauge Opinion On Post-Labor Day School Start

Posted on **03/20/2014** by **DispatchAdmin**

OCEAN CITY – Although legislation to mandate Maryland public schools start after Labor Day has been tabled for this year, efforts remain underway to gauge the public sentiment on the matter.

At last week's Tourism Commission meeting, Greater Ocean City Chamber of Commerce Executive Director Melanie Pursel acknowledged the task force studying a post-labor day start date for Maryland public schools will not have its report complete in time for the legislature to review this year, but an initiative is being forwarded to conduct an opinion poll to see what Marylanders think about the proposal.

"It is really exciting," Pursel said. "It will be a valid and reliable opinion poll working with a company that is reputable, so David Reel with Maryland Hotel and Lodging Association put out a bid to receive proposals ... and what they are looking at is polling a considerable size, about 1,000 Marylanders on how they feel about it because that has been the big push back — what does the general population think, what do teachers think, what do parents think, what do Marylanders think."

According to Pursel, it will cost around \$20,000 to conduct a poll questioning Maryland residents' opinion on whether public schools should be mandated to start after Labor Day.

"It is very, very important that we get it done ... we feel confident it is going to come out with a favorable report but we never know," she said.

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BERLIN — Local authorities remain on the scene this afternoon investigating a suspected "murder-suicide" on Williams Street in Berlin. The Berlin Police Department received an initial call this morning at 8 for a shooting. The Worcester County Bureau of Investigation (WCBI) responded to the scene at 603 Williams Street as well as the Md. State Police Homicide Unit. Worcester County ...

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OCEAN CITY – A fresh



spark may come to the 4th of July fireworks show downtown this summer as the new Caroline Street Comfort Station opens an opportunity to test out a "pyromusical" display. The Recreation and Parks Department's Special Events division has been working to bring new and exciting events to Ocean City as well as modernizing current events, ...

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Sduqhukls#Sumnfw  
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Eighteen students in Worcester Technical High School's Biomedical Science and Pre-Engineering programs recently conducted a community partnership project involving redesigning a new emergency department waiting room for AGH. Some of the students are pictured above presenting the concept to AGH officials earlier this month.



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Click link to view more than 100 listings of local real estate:  
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Last month, the Worcester County Board of Education voted to return to a post-Labor Day start of Sept. 2, 2014 making Worcester County Public Schools (WCPS) the only school system in Maryland to start classes after Labor Day.

The debate over when the school year should begin has raged in Worcester since it became the last school system to begin classes before Labor Day back in the 2009-2010 school year.

Opponents have argued that the early start hurts resort businesses since they lose their student workers before the end of the busy summer season as well as the fact families cut short their vacation seasons. Proponents have countered that the extra time is needed to prepare for exams and that an earlier last day is better for students and parents.

The Board of Education's stance is differs from Superintendent of Schools Dr. Jerry Wilson, who, along with every other superintendent in Maryland, favors continuing with the pre-Labor Day start date.

Wilson defended his stance earlier in February in a meeting with the Ocean City Economic Development Committee (EDC), noting that parent surveys have shown support for longer holiday breaks and an earlier last day of school, both of which necessitate a pre-Labor Day start.

But Board of Education President Rothermel was adamant in his belief that Worcester should break with the rest of the state. He acknowledged that parental surveys don't display an overwhelming demand for a later starting school year but felt not everyone was voicing their opinion.

The most recent school calendar survey received 73 parental comments supporting classes beginning post-Labor Day. Those comments represent about 5 percent of the 1,448 survey returns for 2014. Of the calendars proposed for parents to review, none of those created by the school system included a post-Labor Day school start. However, there was space left for comments allowing parents to write about any topic they wanted.

This article was written by [DispatchAdmin](#), [Joanne Shriner](#). Bookmark the [permalink](#).

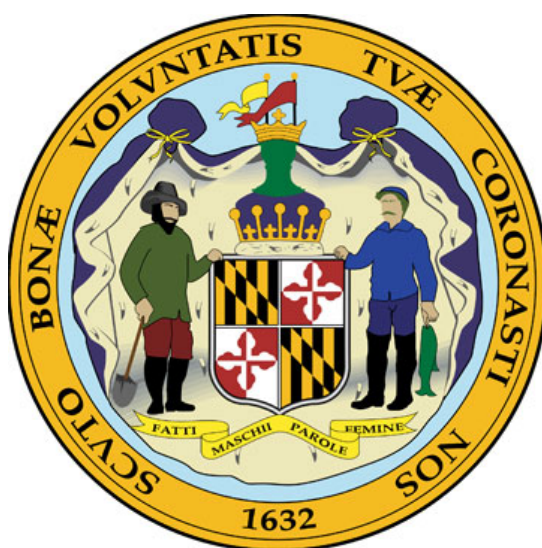
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# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix XIV**



**June 2014**

**Task Force to Study a Post-Labor Day Start Date for MD Public Schools  
Minutes  
May 19, 2014**

**Welcome:** William Cappe, Chairman of the Task Force, called the meeting to order at 1:05 PM with a quorum was present. Mr. Cappe welcomed the Task Force members and observers to the meeting and asked that all observers please sign in. He indicated this will be the final meeting of the Task Force and there will be an open discussion period at the end of the meeting. Sarah Spross sends her regrets as she is not able to attend today because her son was injured at school.

**Attendance:** Twelve members were present at the start of the meeting with a total of fifteen members present by the end of the meeting.

**Approval of minutes:** Mr. Cappe asked if everyone had a chance to review the draft minutes. He asked for any discussion or changes to the minutes as presented. There being none, the chair called for a motion to approve the minutes. A motion was made and seconded, and the chair called for a vote to approve the minutes. By a show of hands, the minutes were approved. Minutes will be posted on the MSDE website.

**Small Group Work Period:** Mr. Cappe indicated that the three small work groups will be given time to meet and discuss any changes to the draft report that was forwarded to members. Mr. Cappe also complimented the members for their work. This report will reflect all concepts and ideas of the Task Force as it will serve as an historical document of the work; however, the report is not complete as yet and we continue to need additional member input.

One member commented that perhaps the Task Force should meet again to review the final report in order to approve it. Some commented they did not have enough time to review the draft report prior to the meeting, but agreed that if a consensus could be reached today another meeting was not necessary as the staff continues their preparation of the report. Mr. Cappe indicated that by meeting in small groups today, members could review the draft report and present their changes or additions to the report. These changes and additions will be incorporated into the next draft, and Task Force members will have another opportunity to review and suggest additional changes or edits before it is finalized and sent to the Governor on June 30, 2014.

The chair asked that all changes and additions to the draft report be given to the chair by Monday, May 26, 2014 at 5 PM in order for the staff to incorporate them into the draft report for members further review. If the small groups have their changes today, they should be submitted to the chair.

The groups began meeting at 1:20 for thirty minutes; however, at 1:50 PM members asked for an extension, and the meeting resumed at 2 PM.

**Task Force Group 1 Report:** After reviewing the draft report the group wants to focus more on Baltimore City schools rather than Garrett County schools due to the climate differences and

need for air conditioned facilities in their first recommendation. The group wants 75% of schools to have air conditioning, and if they are not able to meet that requirement, a waiver could be granted through 2017. The bullet under Number 1 on page 22 should be removed.

The group further indicated that there was no compelling evidence that showed there was any impact on education starting post-Labor Day. The group further acknowledged that they understand the rationale for a pre-Labor Day start date various speakers' concerns; however, there is no quantifiable evidence that a post-Labor Day start date is harmful to local school systems.

There was discussion about their second recommendation on page 22 concerning the repeal of Maryland law that Easter Monday be a state holiday and allow each jurisdiction to schedule the Monday after Easter as an instructional day. The group wants that recommendation to remain.

In further reviewing the draft report, the group wants to remove summer school enrichment opportunities as this was not developed. The group did draft mock-up school calendars; however, they do not want these calendars included in the report as they were mainly working documents for the group's use.

In regard to their third recommendation on page 22 professional development, this was not totally captured by the report. They want schools to think outside the box in providing or accounting for this training. For example, if a teacher attends a conference this should be considered as professional development. Thus, by encouraging teachers to attend outside professional development, the local school systems do not have to schedule as many professional development days which could translate into more instructional days in the calendar.

**Task Force Group 2 Report:** This group reported the changes they made are captured on the edits of the draft report. These changes were given to the chair for incorporation into the next draft report.

It was asked why the states in their section were listed in that particular order. They would like the states to be listed alphabetically (Pages 28 and 29).

The group is including college start dates (page 30) as many teachers take leave on the first few days of school because they are taking their children back to college.

A question was asked about their recommendation to start school no earlier than September 1, and considering normal weather patterns, why an end date was not suggested. The group said they did not look at an end date in order to give the local school systems more flexibility with their calendars. Reports showed that people will take an extra vacation at the end of the summer, and that a week in August has a more powerful effect than a week in June. Thus, an early start date in August has a negative impact as people are less concerned with school being in session in June than starting early in August. The group did not suggest a school end date as they did not see this as part of their group's charge.

**Task Force Group 3 Report:** The group submitted additional information for their section including information on hotel occupancy rates and percentages of sales and use tax by year. The group indicated that the statistics show July's rates are higher than August due to schools starting earlier especially with teachers and athletes returning to school earlier for orientation sessions and practices prior to the start of school.

The group wanted the following bullets removed from the report on page 37: Group is looking at King's Dominion and King's Dominion rule in regard to opting out of weather concerns; gaming does affect education but this has not been fully realized...; Discussion of what the "top ten" tourist destinations or attractions are in Maryland.

One member indicated there is data on gambling and it will be forwarded to this group for their further consideration.

The group is also recommending that local school system calendar committees review the structure of their calendar and holidays for a balance point.

The group is recommending a post-Labor Day start date for schools and that the Maryland Secondary School Athletic Association reviews their policies regarding athletic start dates.

**Review Report:** It was discussed whether there would be one recommendation from the Task Force or that each group would make their recommendations. This question has been asked in previous meetings, and Mr. Cappe indicated it was up to the Task Force as to how they want the information presented in the final report. Overall, everyone believed the process was good; the bottom line now is a vote on the question with the concepts fleshed out in the report. Everything in the report will flow from the Task Force's decision with the small group reports as background.

A motion was made and seconded: the Task Force recommends to the Governor a post-Labor Day start date for Maryland schools. There was no further discussion so the chair called for a vote on the motion. The motion passed 12 yeas to 3 nays.

Yeas: Senator Astle, Ms. Benda, Ms. Hanington, Mr. Harrison, Mr. Haynie, Delegate Healey, Senator Mathias, Mr. Meagher, Delegate Myers, Ms. Posey-Moss, Ms. Proctor, Mr. Shockley

Nays: Ms. Marker, Ms. Richmond, Mr. Cappe

Absent: Mr. Edwards, Mr. Feshback, Ms. Goldson, Mr. Mosner.

Ms. Posey-Moss wanted to reconsider her yeas vote to nay.

It was asked why some people voted no since no one spoke against the motion. One individual said they thought the motion would fail and then the Task Force would vote on the motion that schools start no earlier than September 1.

After the motion passed, Marla Posey-Moss indicated she has reconsidered her vote on the motion to recommend a post-Labor Day start date and wanted her vote changed to no. There was no action taken by the Task Force on her decision and no motion was made to allow Ms. Posey-Moss to change her vote.

A second motion was made and seconded: each group should appoint an individual to assist staff with the narrative or executive summary to the Task Force report to the Governor. The discussion centered on the narrative being the executive summary or included in the cover letter to the report. Task Force reports have been written with a separate executive summary or the information included in the cover letter. It was decided that the cover letter would be the executive summary. The chair called for a vote, and the motion passed 10 yeas, 2 nays, and 2 abstentions.

Yeas: Senator Astle, Ms. Hanington, Mr. Harrison, Mr. Haynie, Ms. Marker, Senator Mathias, Delegate Myers, Ms. Proctor, Ms. Richmond, Mr. Shockley

Nays: Ms. Benda, Ms. Posey-Moss

Abstain: Delegate Healey, Mr. Meagher

Absent: Mr. Edwards, Mr. Feshback, Ms. Goldson, Mr. Mosner

The individuals to assist are Mr. Meagher, Mr. Shockley, and Mr. Haynie.

It was asked if there would be a press release concerning the Task Force's decision. The chair said the information when complete will be forwarded to the Governor for his review before any information is released to the public. MSDE does not pre-empt the Governor.

It was asked if the repeal of the Easter Monday law becomes an administration bill which was a recommendation promulgated by group 1. By repealing this law the group believed the local school systems would have more flexibility in developing their calendar for instructional days. It was discussed that if the law was repealed it does not necessarily translate into an instructional day for students, and with the Easter holiday dates changing each year, this affects spring breaks for schools. It was believed this recommendation should be voted on by the whole Task Force.

A motion was made and seconded to: recommend the State rescind Easter Monday as a state holiday. Discussion on the motion included the following:

- Many believed this is not part of the charge of the Task Force. The more changes that are made the more cumbersome it becomes. Once changes are made more special interest groups will want to be heard and involved. This was an opportunity to give the local school systems more flexibility in scheduling instructional days especially since this was a day used by many school systems as a waiver day due to inclement weather days; and
- There is a need to ascertain how feasible this repeal will be to the actual scheduling of instructional time.

After further discussion the sponsor rescinded the motion.

May 19, 2014

**Other Business:** A question was asked is the goal for implementing the post-Labor Day start date was the 2015-2016 school year. At this time there is no timeline for implementation as this is one step in the process. It must be reviewed by the Governor and must go through the legislative process for consideration by the state legislature.

The chair again indicated his appreciation for the work of the Task Force members and also thanked Sarah Spross, Liz Kameen, and Kris Angelis for their work on the Task Force.

**Conclusion:**

Motion to end meeting was made and seconded. The Task Force ended at 3:07 PM.

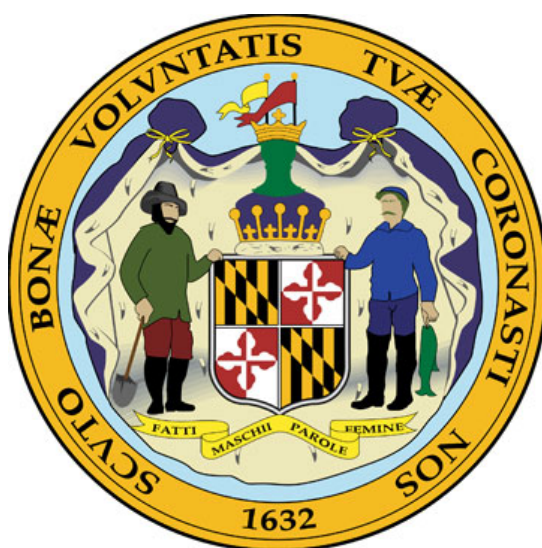
Respectfully submitted,

Kristine Angelis, Ph.D.  
Administrator

*The minutes were sent out to each of the Task Force members on the morning of June 4, 2014. We asked for a written response by close of business on June 6, 2014 either requesting changes or approving the minutes as reported. As of June 10, 2014, responses to the minutes approving them as written were provided by Senator Astle, Ms. Benda, Ms. Hanington and Mr. Harrison. No other responses were received.*

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix XV**



**June 2014**



## Sarah Spross

---

**From:** Carlton and Marla Moss, Jr./Posey-Moss <carlton\_moss@msn.com>  
**Sent:** Tuesday, May 06, 2014 4:21 PM  
**To:** Kristine Angelis; mgoldson@pgcps.org; mhaynie@parkwaymgt.com; maryjo.richmond@fcps.org; benfeshbach@gmail.com; john.astle@senate.state.md.us  
**Cc:** William Cappe; Sarah Spross  
**Subject:** RE: Group 1 work group report

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Hello, I apologize. I sent it out to my group for final edits and neglected to send it out that Friday. I had difficult time trying to reformat a little differently so it could be easier to read.

1. **Recommend that school systems should move forward to make sure 75% of facilities have air conditioning. Those school systems with less than 75% of their buildings with air conditioning may apply for exemption of the post labor day start date until FY 2017. *\*However, according to Task Force member comment, Garrett County's climate is much different from the rest of the state so it may not need to air condition its facilities given the natural coolness of the region.***
2. **Recommend that the State of MD repeal the law that Easter Monday be a state holiday and allow jurisdictions to schedule the Monday after Easter locally.**
3. **Recommend that local jurisdictions allow teachers to obtain professional development or professional learning via experiences beyond the contractual school day and year. Teachers should obtain prior approval of an experiential learning opportunity. Teachers must also show evidence of professional development or a professional learning plan. *\*Some examples include participation within webinars or seminars, attendance to or presenting at a local, state or national conference, professional externships, study abroad, as well as non-credit bearing on-line learning. By allowing this form of professional development or learning, it will provide the LEAs flexibility in scheduling by considering a reduction of the number of professional development days during the school year which would increase the number of instructional days.***

Marla Posey-Moss &  
Carlton Moss, Jr.

~~My life is my message.  
Mahatma Gandhi

---

Subject: Group 1 work group report  
Date: Tue, 6 May 2014 12:49:33 -0400  
From: [kangelis@msde.state.md.us](mailto:kangelis@msde.state.md.us)  
To: [mgoldson@pgcps.org](mailto:mgoldson@pgcps.org); [mhaynie@parkwaymgt.com](mailto:mhaynie@parkwaymgt.com); [maryjo.richmond@fcps.org](mailto:maryjo.richmond@fcps.org); [benfeshbach@gmail.com](mailto:benfeshbach@gmail.com);

carlton\_moss@msn.com; john.astle@senate.state.md.us  
CC: wcappe@msde.state.md.us; sspross@msde.state.md.us

Good afternoon,

We are attempting to compile all the information the groups presented at the April meeting for the next Task Force meeting scheduled for May. To date we have not received any report from your committee. Please submit the group's report as soon as possible so it can be shared in writing with the Task Force at the next meeting.

Thank you.

Kris

Kristine Angelis, Ph.D.

Nonpublic School Approval Specialist

Maryland State Department of Education, Division of Educator Effectiveness

Baltimore, Maryland 21201

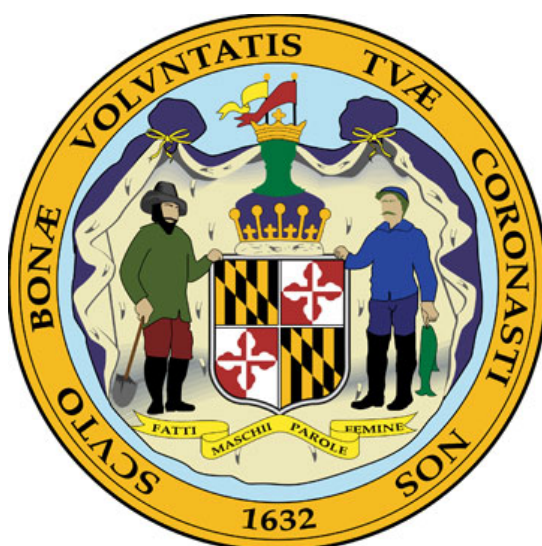
410-767-0409 voice, 410-333-8963 fax, kangelis@msde.state.md.us

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# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix XVI**



**June 2014**

# **Impact of Moving the Start Date of the Public School Year in the State to After Labor Day on the Economy (Workgroup #2)**

## **DRAFT VERSION**

---

### **Introduction:**

Our work group was tasked with studying the economic impact of moving the start date of the public school year in the State to after Labor Day. Our work focused on the economic impact of not only tourism but other facets that contribute to the state's economy. Some include: parks and recreation, ports, and agriculture, to name a few.

We were provided numerous newspaper articles, economic studies from various other states, and a comprehensive economic study from the Comptroller of Maryland. Many guest speakers representing a wide variety of stakeholders also addressed the task force.

The information provided framework for discussion that allowed us to make our recommendation.

### **Statewide Data:**

We have included a Maryland map, broken down by county, that highlights the variety of economic activity that will benefit from a post Labor Day start. We thought it would be valuable to point out how far-reaching the benefits are, not just in the "typical" tourist areas, but statewide. See the attached map for detailed information.

### **Data Analysis:**

*(Note to Dr. Angelis and friends: We still have some editing to do in this section but in an effort to get this to you as soon as possible, I wanted to ask if we could finish it up at our May 19<sup>th</sup>? Or at least send an updated version in the next week or so? The content won't change. We just want to write a little better introduction to this section and maybe a one sentence overview of each state report just above the bullets)*

We combed through many "school start date economic impact" reports from a variety of states. While complete copies of each state report are attached, we wish to highlight a few key pieces of information from each of the state reports that we studied. We did not treat this information as gospel but rather used it to facilitate discussion within our work group as we considered our recommendation.

#### Texas (dated December 2000)

- \*Reduced tourist activity
- \*Higher school cooling costs
- \*Lost income to farm/migrant worker families
- \*Overall employment of high school and college students by seasonal establishments is reduced (employment loss equates to reduction in personal income for these individuals)
- \*Camp season shortened – college students employed 2 to 3 weeks shorter in summer

#### South Carolina (dated August 2002)

- \*Conservative scenario estimates economic and tax revenue impacts where as little as 4 out of 10 families take one additional vacation would generate \$6.03 million in State tax revenue and \$2.34 million in local tax revenues
- \*Chart on page 14 of South Carolina packet shows, in great detail, the economic impact of potential vacation spending

\*Weather and heat related factors of August vs September school openings

Minnesota (July 2012)

\*Over 50% of families report at least one trip of two or more nights away from home with a post-Labor Day start, having a direct impact on the Minnesota economy

Tennessee (dated January 2008)

\*Statewide economic, state tax, local tax, payroll, and employment impacts estimated to generate \$9.72 million in new state tax, \$5.50 million in new total local county tax, \$79.2 million in new worker incomes, and generate 2,619 new jobs statewide

Florida (January 2003)

\*Best way to determine whether families would travel and increase tourism expenditures as a result of later school start dates is to conduct a survey to ask how tourism expenditures would change

\*Revenues will likely shift from one segment of the state's economy to the tourism industry – therefore later school start dates are not likely to provide a net economic benefit to the state

\*Recommendation is that district school boards continue to have the authority to set calendar at their discretion

Maryland (August 2013)

The entire packet provides a compelling argument for starting school post Labor-Day.

**Issues Considered:**

\*Electricity use – June versus August

\*Economics of families

\*Employment opportunities for teachers and students

\*Impact on tourism and other large scale industries

\*College start dates

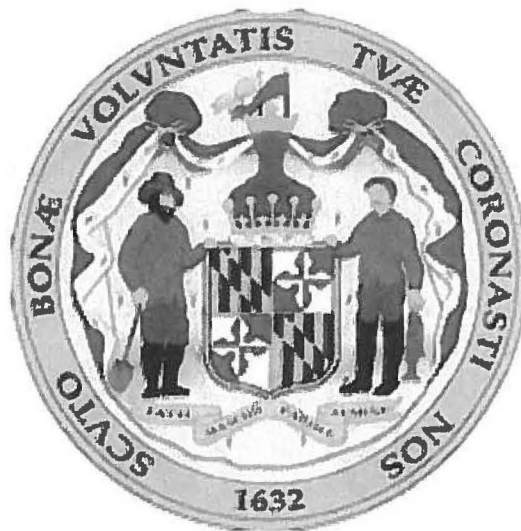
**Closing/Recommendation:**

*(Note: There will be edits coming to this section as well. No 'content' edits, just additional information to better clarify our thoughts on the recommendation.)*

We recommend a start date of no earlier than September 1<sup>st</sup> each year. Our group thought it critical to respect the feedback of the Superintendents and other guest speakers. We feel this solution offers the best of both worlds in that it protects “local control” over the school calendar while still allowing for maximum positive economic impact on a statewide level.

# Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools

## Final Report



Annapolis, Maryland  
June 2014

5/19/14

Economy  
Group  
\* \* See changes

# **Impact of Moving the Start Date of the Public School Year in the State to After Labor Day on the Economy**

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## **Introduction**

The economy work group was responsible for studying the effect of a post-Labor Day Start date on the economy. This work group focused on the economic impact of not only tourism but other facets that contribute to the state's economy. Based on a thorough review of the information provided by Task Force staff and additional materials supplied by the work group; the work group made one recommendation.

## **Statewide Data**

### **Data Provided by Economy Work Group**

- Economy work group report (Appendix XVI)
- Economic Impact Map (Appendix XVII)

### **Laws and regulations**

- N/A

### **Speakers**

- Ms. Teresa Tudor, Senior Manager, Office of School and Family Partnerships, Anne Arundel County Public Schools (Appendix IV)
- Mr. Edward F. Sparks, Executive Director, Maryland Secondary Schools Athletic Association (Appendix IV)
- Mr. Ray Leone, President, Maryland Parent Teacher Associations (PTAs) (Appendix IV)
- Mr. David Reel, President and CEO, Maryland Hotel and Lodging Association (Appendix IV)
- Mr. Thomas Noonan, CEO, Visit Baltimore (Appendix IV)
- Mr. John Woolums, Director of Governmental Relations, Maryland Association of Boards of Education (Appendix IV)
- Dr. Bernard Sadusky, Executive Director, Maryland Association of Community Colleges (Appendix IV)
- Dr. Carl Roberts, Executive Director, Public School Superintendents' Association of Maryland (Appendix IV)
- Dr. Lillian M. Lowery, State Superintendent, Maryland State Department of Education (Appendix VI)
- Dr. Michael J. Martirano, Superintendent, St. Mary's County Public Schools (Appendix VI)
- Mr. Franklin Chaney, Chief of Recreation Services, Anne Arundel County Department of Recreation and Parks (Appendix VI)



- “Economic Impact of the Publicly Funded K-12 Education on the Eastern Shore of Maryland in FY 2013” Business Economic and Community Outreach Network at Salisbury University (Appendix XI)

### News Articles

- Mathias Seeks Task Force to Study Later School Start, *The Dispatch*, February 22, 2013 (Appendix III)
- Start school after Labor Day, Md. Is urged, *The Baltimore Sun*, August 16, 2013 (Appendix III)
- One week and counting, *The Baltimore Sun*, August 19, 2013 (Appendix III)
- Starting School after Labor Day has serious benefits, *The Baltimore Sun*, August 21, 2013 (Appendix III)
- Shorter school summer break is better policy, *The Baltimore Sun*, August 21, 2013 (Appendix III)
- Saving summer at the expense of student learning, *The Washington Post*, August 21, 2013 (Appendix III)
- Franchot gains O’Malley’s support on school start, *The Baltimore Sun*, August 21, 2013 (Appendix III)
- Franchot’s school proposal doesn’t hold water, *The Baltimore Sun*, August 22, 2013 (Appendix III)
- Post-Labor Day school start merits investigation, *The Baltimore Sun*, August 22, 2013 (Appendix III)
- Our say: Delaying school’s start a backward-looking idea, *Capital Gazette*, August 23, 2013 (Appendix III)
- Year-round school would benefit kids, economy, *The Baltimore Sun*, August 27, 2013 (Appendix III)
- Don’t reject out of hand a post-Labor Day start for schools, *The Baltimore Sun*, September 4, 2013 (Appendix III)
- Mathias optimistic about post-holiday school start committee, *The Dispatch*, October 4, 2013 (Appendix V)
- Task Force Debating Delaying School Year to After Labor Day, *Fox 45 News*, November 12, 2013 (Appendix VII)
- Franchot continues push for post-Labor Day school start, *Southern Maryland News Papers Online*, December 13, 2013 (Appendix VII)
- Franchot should stop meddling, *Southern Maryland News Papers Online*, December 18, 2013 (Appendix VII)
- Lowery says school districts need autonomy on start of school year, *Baltimore Sun*, January 7, 2014 (Appendix IX)
- Texas schools’ later start means big savings on utilities, *Pearland News*, August 21, 2008 (Appendix IX)
- School Start Dates, *Texas Association of School Boards*, Governmental Relations 2012 (Appendix IX)



- School start date has no bearing on tourism, *The Gaffney Ledger*, February 18, 2013 (Appendix IX)
- Area Boards Want State OK to Start School Before Labor Day B.P Smith, Lawmakers Back Early Start to Improve Academics, *Belle Plaine Herald*, January 28, 2014 (Appendix IX)
- Minnesota's school start date spurs fights, *Star Tribune*, January 20, 2013 (Appendix IX)
- VA. Senate panel protects post-Labor Day school law, *The Roanoke Times*, February 14, 2013 (Appendix IX)
- Delegates offer new approaches to Labor Day school debate, *Richmond Times Dispatch*, February 3, 2014 (Appendix IX)
- Lawmakers Propose Changes in Mandatory School Start Law, *WUWM News Radio*, June 26, 2013 (Appendix IX)
- *Neighborhood News Service Milwaukee*, September 16, 2013 (Appendix IX)
- Worcester OKs Post-Labor Day Start To School, County Will Be Only One in Md. *The Dispatch*, February 20, 2014 (Appendix XI)
- Poll to Gauge Opinion on Post-Labor Day School Start, *The Dispatch*, March 20, 2014 (Appendix XIII)

### Data Analysis

One speaker presented studies concerning Texas, South Carolina, Minnesota, Tennessee, Florida, and Maryland, and provided these reports to the Task Force. These studies reported the projected economic benefits to the respective states with regard to a post-Labor Day start date. Four of these reports were more than six years old; therefore, Task Force staff provided members with more current information pertaining to each state studied in the aforementioned reports.

This material contained calendar information regarding the school year start dates across the United States (2011-2012), a summary of the states with school start date laws (updated July 31, 2012), and a summary of the required school days, instructional hours and school start dates by state (2011-2012). Additionally, articles regarding current updates on the issues surrounding school start dates for Texas, South Carolina, Minnesota, Virginia, and Wisconsin (dated 2012-2014 with the exception of one article) were provided to members as well.

Comptroller Peter Franchot presented Maryland's report prior to the initial meeting of the post-Labor Day Task Force. As a result, at the initial meeting of the task force, members were reminded that the Governor had selected them to study the effects of a post-Labor Day start date on Maryland public schools. While the taskforce should recognize the report and acknowledge the public discussion that has occurred prior to the Task Force meeting, it is important for the Task Force to build on the information we already have available, and to explore any and all additional information, before issuing findings and recommendations.

Maryland's report, written by the Bureau of Revenue Estimates in August 14, 2013, highlighted the benefits to Maryland's economy and families if schools were required to start after Labor Day. It reports that 8.5% of Maryland families with school aged children would take either a new day trip or overnight trip in Maryland, another 5.2% would take a new out-of-state trip, and the remaining families would devote a least one additional day to family activities.

It is reported that tourism and family recreational activities are the catalysts for the increased economic activity. The Bureau of Revenue Estimates projects a post-Labor Day start date will result in \$74.3 million in direct economic activity and approximately \$7.7 million in new state and local government revenues.

The Economic Analysis of the Changing School Start Date in Texas Report (2000) indicated that, in tourist destination areas, at least \$332 million dollars were lost due to an early school start date. Furthermore, 65% of Texans reported that parents would prefer a uniform start date and that the children of migrant workers would benefit most from that decision.

The report concerning South Carolina (2002) examined the effects and impacts of early school start dates on the Travel and Tourism economy of the state. This report concludes that South Carolina schools have moved start dates up by as many as three weeks and that this shift in start date has been associated with lower tourism activity in August, which has not been offset by an increase in June. Furthermore, schools have incurred higher utility costs associated with cooling school buildings due to the hot weather in August. Finally, in one scenario it is estimated that if 40% of families took one more vacation in the year the impact would be \$180 million in tourism related spending, \$6 million in new state tax revenue, and \$2.3 million in new local tax revenue.

In 2003 the Florida Senate conducted an interim report (2003) to examine whether or not later school start dates would benefit the state's economy, specifically the tourism industry, without harming the public school system. It was determined that there was not any current available data that indicated starting schools later would benefit the state's economy. In fact, it was found that the current early start dates may have only changed the timing of tourism revenue and expenditures. Therefore, the Florida committee recommended against enacting uniform school start date or calendar at that time.

A Tennessee study (2008) was conducted to 1) determine if a post Labor Day start would influence Tennessee residents' summer travel plans, and 2) to estimate potential economic impact on state tax, local tax, and payroll. The report concluded that approximately 463,000 Tennessee residents would take an additional vacation during the summer if school started after Labor Day and approximately 223,000 residents would extend their vacation through the holiday weekend. It is anticipated that extending the summer would generate \$189 million in tourist spending, \$73 million in statewide payroll, and create more than 2600 jobs.

Current information pertaining to states that have laws governing school calendars indicated that 15 states (30%) have laws pertaining to school start dates and only 10 states (20%) actively enforce these laws. Also, just because a state has a law pertaining to school start dates, does not mean that all ten of these states mandate a post-Labor Day start date.

Furthermore, current articles addressing school start dates in the states identified in the aforementioned articles highlight how local school systems and the legislators and business community members continue to be divided on when the first day of school should be. In fact, the Texas Association of School Boards reported in 2012 that the debate has been ongoing for over two decades and control over the calendar start date has swung back and forth between the school system and the legislature. In general, school system personnel and representatives advocate for local control to meet the needs of their communities, and the business community advocates for state control, citing increased economic growth and increased tourism.

The economy work group reports that it reviewed the many "school start date economic impact" reports representing a variety of states. The committee chose to highlight the key pieces of information from each of the identified state reports that provided the foundation for the work group's discussions as they considered their recommendations. Key sources of information included:

Texas (dated December 2000)

- Reduced tourist activity
- Higher school cooling costs
- Lost income to farm/migrant worker families
- Overall employment of high school and college students by seasonal establishments is reduced (employment loss equates to reduction in personal income for these individuals)
- Camp season shortened – college students employed 2 to 3 weeks shorter in summer

South Carolina (dated August 2002)

Conservative scenario estimates economic and tax revenue impacts where as little as 4 out of 10 ~~families~~ take one additional vacation, would generate \$6.03 million in state tax revenue and \$2.34 million in local tax revenues ~~Comment WG2:~~

~~Are these SC families?~~

- Chart on page 14 of South Carolina packet shows, in great detail, the economic impact of potential vacation spending
- Weather and heat related factors of August vs. September school openings

→ South Carolina families

Minnesota (July 2012) ...

- Over 50% of families report at least one trip of two or more nights away from home with a post-Labor Day start having a direct impact on the Minnesota economy

Tennessee (dated January 2008)

- Statewide economic, state tax, local tax, payroll, and employment impacts estimated to generate \$9.72 million in new state tax, \$5.50 million in new total local county tax, \$79.2 million in new worker incomes, and generate 2,619 new jobs statewide *Comment WG2: Please clarify this bullet.*
- *462,712 TN residents would take 1 additional school start dates*

Florida (January 2003)

- Best way to determine whether families would travel and increase tourism expenditures as a result of later school start dates is to conduct a survey to ask how tourism expenditures would change
- Revenues will likely shift from one segment of the state's economy to the tourism industry – therefore, later school start dates are not likely to provide a net economic benefit to the state
- Recommendation is that district school boards continue to have the authority to set school calendars at their discretion

Maryland (August 2013)

- The entire packet provides a compelling argument for starting school post Labor Day. *Comment WG2: Please consider providing specific bullets for the MD report as you have done above.*

Finally, the economic work group generated a Maryland map, broken down by county that highlights the variety of economic activities that will benefit from a post-Labor Day start. This map was designed to illustrate how far-reaching the benefits of a post-Labor Day start date would be on the economy, not just in the "typical" tourist areas, but statewide. See the attached map for detailed information.

**Issues Considered**

After each small group work session, work groups were required to report their discussions to the Task Force. These briefings and the work group's independent report indicate that the following issues were considered by the economy work group:

- Electricity use – June versus August *Comment WG2: Please provide data.*
- Economics of families *Comment WG2: Was a specific document or data set used?*
- Employment opportunities for teachers and students
- Impact on tourism and other large scale industries *Comment WG2: Please provide data.*

*(Appendix XVI)*

Please add college start dates (example)

- College start dates ~~Comment WG2: Please provide chart of colleges considered.~~
- Feedback from local school system superintendents ~~Comment WG2: Please verify that this addition is acceptable~~

(Appendix IV)

\* Teachers missing their first day to take their own children to school college

#### Closing

TO INCLUDE A SUMMARY OF ANY DISCUSSIONS AT THE LAST MEETING ON MAY 19<sup>TH</sup>

#### Recommendations From the Economy Work group

We recommend a start date of no earlier than September 1<sup>st</sup> each year. Our work group thought it critical to respect the feedback of the Superintendents and other guest speakers. We feel this solution offers the best of both worlds in that it protects "local control" over the school calendar while still allowing for maximum positive economic impact on a statewide level.

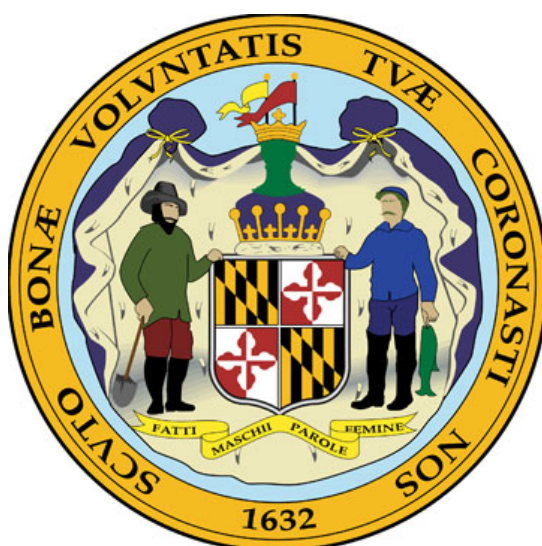
#### Fall 2014 Start Dates

Bowie State University	September 2
Frostburg State University	September 2
Hood College	August 25
McDaniel College	August 25
Morgan State Univ.	August 25
<del>St.</del> St. Marys College	September 2
Salisbury University	August 25
Towson University	August 27
Univ. of MD - Balt. County	August 27
Univ. of MD - College Park	September 2

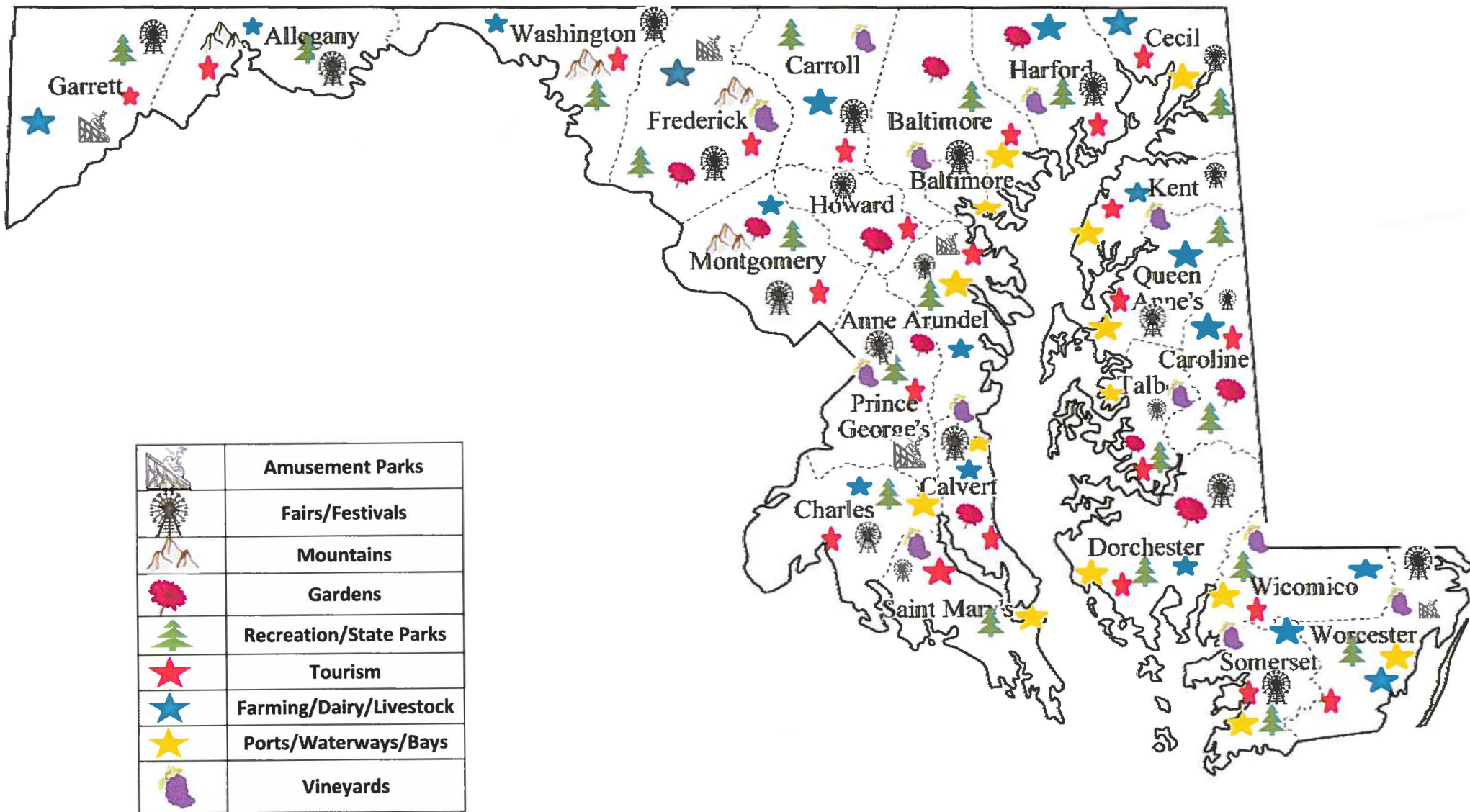


# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix XVII**

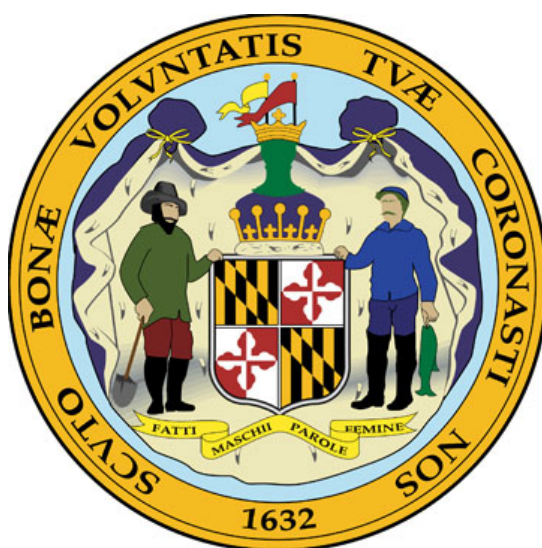


**June 2014**



# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix XVIII**



**June 2014**



## Sarah Spross

---

**From:** Proctor, Shandria M. <sproctor@bcps.org>  
**Sent:** Wednesday, April 23, 2014 2:35 PM  
**To:** Sarah Spross  
**Cc:** kangelis@msde.st; William Cappe; jim@royalplus.com;  
paul.edwards@garrettcountyschools.org  
**Subject:** Group Three Draft Report  
**Attachments:** Impact of Moving the Start Date of the Public School Year in the State to After Labor Day on the Summer Tourism.docx

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

FYI - just the start of group three

Will send updates

## Sarah Spross

---

**From:** Kristine Angelis  
**Sent:** Thursday, May 22, 2014 7:51 AM  
**To:** William Cappe; Sarah Spross  
**Subject:** FW: May 19, 2014 meeting  
**Attachments:** Occupancy Rate.docx

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

FYI

---

**From:** Shandria Proctor [<mailto:smpaka00@yahoo.com>]  
**Sent:** Monday, May 19, 2014 2:11 PM  
**To:** Kristine Angelis  
**Subject:** Re: May 19, 2014 meeting

Hi, Kris,  
Please place this information on page 37 under Information from Smith Travel.  
Thanks,  
Shandria

**From:** Kristine Angelis <[kangelis@msde.state.md.us](mailto:kangelis@msde.state.md.us)>  
**To:** [john.astle@senate.state.md.us](mailto:john.astle@senate.state.md.us); [colleenbenda@gmail.com](mailto:colleenbenda@gmail.com); [paul.edwards@garrettschools.org](mailto:paul.edwards@garrettschools.org); [benfeshbach@gmail.com](mailto:benfeshbach@gmail.com); [mgoldson@pgcps.org](mailto:mgoldson@pgcps.org); [madeline\\_hanington@mcpsmd.org](mailto:madeline_hanington@mcpsmd.org); [harrisingroup@gmail.com](mailto:harrisingroup@gmail.com); [mhaynie@parkwaymgt.com](mailto:mhaynie@parkwaymgt.com); [anne.healey@house.state.md.us](mailto:anne.healey@house.state.md.us); [jmarker04@netzero.com](mailto:jmarker04@netzero.com); [james.mathias@senate.state.md.us](mailto:james.mathias@senate.state.md.us); [lakesidecr@aol.com](mailto:lakesidecr@aol.com); [mamosner@comcast.net](mailto:mamosner@comcast.net); [leroy.myers@house.state.md.us](mailto:leroy.myers@house.state.md.us); [carlton\\_moss@msn.com](mailto:carlton_moss@msn.com); [smpaka00@yahoo.com](mailto:smpaka00@yahoo.com); [maryjo.richmond@fcps.org](mailto:maryjo.richmond@fcps.org); [irishman4th@aol.com](mailto:irishman4th@aol.com); William Cappe <[wcappe@msde.state.md.us](mailto:wcappe@msde.state.md.us)>; Sarah Spross <[sspross@msde.state.md.us](mailto:sspross@msde.state.md.us)>; Kristine Angelis <[kangelis@msde.state.md.us](mailto:kangelis@msde.state.md.us)>  
**Sent:** Friday, May 16, 2014 2:41 PM  
**Subject:** May 19, 2014 meeting

Good afternoon,

The next meeting of the Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools is scheduled for Monday, May 19, 2014 from 1 p.m. to 3 p.m. in Meeting Room A, West County Area Public Library, 1325 Annapolis Road, Odenton, Maryland 21113. Attached are the draft minutes from the April 23, 2014 Task Force meeting, the agenda for the May 19th meeting and the draft of the Final Report of the Task Force to Study a Post-Labor-Day Start Date for Maryland Public Schools.

As you will note on the agenda, there will be a small group work period for each group to review their section of the report and an opportunity for the whole group to discuss the report. In an effort to facilitate a productive discussion of the report and to assure that all members comments/issues are covered, we are asking that any substantive comments and questions be submitted to Kris Angelis at [kangelis@msde.state.md.us](mailto:kangelis@msde.state.md.us) by 9:00 am on Monday morning. Finally, we are asking that you make any grammatical edits on a hard copy of the document which will be collected by Task Force staff. We do not intend to review these type of edits as a whole group.

The agenda also has devoted time at the end of the meeting for other business. Other business can include discussion, motions brought forth by Task Force members, or other action items. It is **imperative** that all Task Force members be present to conduct the business of the group. If you are unable to attend this very important meeting, please contact Kris Angelis by Monday morning at [kangelis@msde.state.md.us](mailto:kangelis@msde.state.md.us).

Finally, should there be inclement weather on May 19<sup>th</sup>, please follow the Anne Arundel County Public Schools inclement weather schedule. We look forward to seeing you at our next Task Force meeting.

Sincerely,

Bill Cappe, Sarah Spross, and Kris Angelis

Kristine Angelis, Ph.D.  
Nonpublic School Approval Specialist  
Maryland State Department of Education, Division of Educator Effectiveness  
Baltimore, Maryland 21201  
410-767-0409 voice, 410-333-8963 fax, [kangelis@msde.state.md.us](mailto:kangelis@msde.state.md.us)

Connect with the Maryland State Department of Education  
on Facebook and @MdPublicSchools on Twitter

## Occupancy Rate

Ocean City Hotel Data collected by Smith Travel

80% 2013 August ; June 68% ; September 64%

## Room Tax

June 2.6 million

August 3.0 million

September 1.18 million

Years Occupancy Rate	June	August	September
2011	68%	71%	63%
2012	70%	76%	63%
2013	68%	80%	64%

Room Tax	June	August	September
2011	2.2 million	2.5 million	1.0 million
2012	2.5 million	2.9 million	1.16 million
2013	2.6 million	3.0 million	1.18 million

## Impact of Moving the Start Date of the Public School Year in the State to After Labor Day on the Summer Tourism

### Introduction:

Study the impact of moving the start date of the public school year in State to after Labor Day on summer tourism

### Statewide Data:

Mr. David Reel, President and CEO, Maryland Hotel and Lodging Association:

- Mr. Reel indicated that his association and other similar organizations strongly support the post-Labor Day school start as long as it is not at the expense of the educational program as this is very important.
- Mr. Reel discussed empirical findings from the State of Virginia as Virginia does require a post-Labor Day start for their districts. Findings indicates that counties starting post-Labor Day had higher English/language arts and mathematics test scores than counties starting pre-Labor Day.
- He is not advocating less than 180 instruction days in the school calendar but wants adjustments to be made to accommodate a post-Labor Day start.
- There are approximately 35.4 million out-of-state tourists that visit Maryland, and it is important to encourage leisure travel for the state. Without this type of tourism in the state, Mr. Reels foresees that Maryland could face a \$400 million structural deficit which could lead to lesser spending for education.
- Questions: It was asked if the Virginia statistics could be shared. Mr. Reel will provide the information to the administrative staff and it will be available to members at the next scheduled meeting.

Mr. Thomas Noonan, CEO, Visit Baltimore

- Mr. Noonan stressed that a 3 month tourist season is stronger than a 2 1/2 month tourist season; therefore, there is an advantage to a post-Labor Day start. He did stress support for a strong educational program.
- He indicated that several states, Wisconsin, South Carolina, Tennessee, Texas, Minnesota and Virginia, which have a pre-Labor Day start, had a drop in tourism. Many Baltimore City students who work summer jobs must leave their positions in order to return to school pre-Labor Day. This is difficult for city business. Also there is a drop in airline ticket sales, hotel reservations, AMTRAK reservations, etc. post August 15 for Baltimore City businesses.
- He indicated that a post-Labor Day start is good for revenue, tourism and jobs. There are surveys showing parents want a post-Labor Day start. He provided those surveys to the Task Force chairman to share with members. Those surveys included:

- An Economic Analysis of the Changing School Start Date in Texas, December 2000;
- South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries: An Analysis of Economic & Tax Revenue Impacts, August 2002;
- Post Labor Day School Start Dates in Tennessee: An Analysis of the Economic and Tax Revenue Impacts on Tennessee Travel and Tourism Industry, January 2008; and
- Do families vacation more in the summer when school starts after Labor Day? July 23, 2012.

Data Analysis:

### **Documents from Mr. Thomas Noonan, CEO, Visit Baltimore**

- **“An Economic Analysis of the Changing School Start Date in Texas,” Susan Combs, Texas Comptroller of Public Accounts, December 2000**
- **“South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries: An Analysis of Economic & Tax Revenue Impacts,” Stephan C. Morse, Ph.D., Professor & Economist School of Hotel, Restaurant and Tourism Management, University of South Carolina, August 2002**
- **“Post Labor Day School Start Dates in Tennessee: An Analysis of the Economic and Tax Revenue Impacts on Tennessee Travel and Tourism Industry,” Steve Morse, Ph.D., Director & Economist Tourism Institute Department of Retail, Hospitality, and Tourism Management, University of Tennessee, January 2008**
- **“Do families vacation more in the summer when school starts after Labor Day?” Elton Mykerezzi, Assistant Professor, Department of Applied Economics, University of Minnesota and Genti Kostandini, Assistant Professor, Department of Agriculture and Applied Economics, University of Georgia, July 23, 2012**

Issues Considered:

- The group is using the comptroller’s report and is reaching out to other tourist attractions like 6 Flags, Orioles, and the Aquarium. They are asking the comptroller’s office for additional information also. It appears tourism numbers do go down in August.
- Gaming does affect education but this has not been fully realized as all casinos are not fully operational. Until there is routine data for all casinos it is difficult to determine what is seasonal. There have been declines at Arundel Mills, Ocean Downs, and Perryville.

- Group is looking at King's Dominion and the King's Dominion rule in regard to opting out for weather concerns.

Question was asked – what are the top 10 tourist attractions in Maryland. Discussion on defining “top” when looking at attractions or destinations – how do you measure the top 10 attractions

- Compiling and scanning documents for their final report as they continue to review data, and the comptroller's office has information broken down by year as well as monthly concerning revenue generated from taxes.
- Reviewing Mr. Noonan's reports from South Carolina and Tennessee and the University of Michigan study on families and vacations.
- Reviewing information from Smith Travel for occupancy rates of hotels both monthly and weekly.
- Reviewing information concerning the Baltimore Aquarium and 6 Flags.

Once they have consolidated the numbers and compiled the data, they will make their recommendations.

***Discussion:***

- Is the group looking at the Montgomery County corridor? The Smith Travel can be used to look at how tourism affects all counties.

Closing:

Recommendations:

## Occupancy Rate

Ocean City Hotel Data collected by Smith Travel

80% 2013 August ; June 68% ; September 64%

## Room Tax

August 3.0 million

June 2.6 million

September 1.18 million

Years Occupancy Rate	June	August	September
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2012	2.5 million	2.9 million	1.16 million
2013	2.6 million	3.0 million	1.18 million



## Sarah Spross

---

**From:** Kristine Angelis  
**Sent:** Thursday, May 22, 2014 7:49 AM  
**To:** William Cappe; Sarah Spross  
**Subject:** FW: May 19, 2014 meeting  
**Attachments:** Worchester,%20Garrett%20SUT%20by%20Month(1).xlsx; Admissions%20and%20Amusement%20Tax(1).xlsx

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

FYI

---

**From:** Shandria Proctor [<mailto:smpaka00@yahoo.com>]  
**Sent:** Monday, May 19, 2014 2:06 PM  
**To:** Kristine Angelis  
**Subject:** Re: May 19, 2014 meeting

Hi, Kris,

Attached additional information for the Group 3.

Please place information on page 34 under Data Analysis under "Fiscal Year".

**From:** Kristine Angelis <[kangelis@msde.state.md.us](mailto:kangelis@msde.state.md.us)>

**To:** [john.astle@senate.state.md.us](mailto:john.astle@senate.state.md.us); [colleenbenda@gmail.com](mailto:colleenbenda@gmail.com); [paul.edwards@garrettcountyschools.org](mailto:paul.edwards@garrettcountyschools.org); [benfeshbach@gmail.com](mailto:benfeshbach@gmail.com); [mgoldson@pgcps.org](mailto:mgoldson@pgcps.org); [madeline\\_hanington@mcpsmd.org](mailto:madeline_hanington@mcpsmd.org); [harrisingroup@gmail.com](mailto:harrisingroup@gmail.com); [mhaynie@parkwaymgt.com](mailto:mhaynie@parkwaymgt.com); [anne.healey@house.state.md.us](mailto:anne.healey@house.state.md.us); [jmarker04@netzero.com](mailto:jmarker04@netzero.com); [james.mathias@senate.state.md.us](mailto:james.mathias@senate.state.md.us); [lakesidecr@aol.com](mailto:lakesidecr@aol.com); [mmosner@comcast.net](mailto:mmosner@comcast.net); [leroy.myers@house.state.md.us](mailto:leroy.myers@house.state.md.us); [carlton\\_moss@msn.com](mailto:carlton_moss@msn.com); [smpaka00@yahoo.com](mailto:smpaka00@yahoo.com); [maryjo.richmond@fcps.org](mailto:maryjo.richmond@fcps.org); [irishman4th@aol.com](mailto:irishman4th@aol.com); William Cappe <[wcappe@msde.state.md.us](mailto:wcappe@msde.state.md.us)>; Sarah Spross <[sspross@msde.state.md.us](mailto:sspross@msde.state.md.us)>; Kristine Angelis <[kangelis@msde.state.md.us](mailto:kangelis@msde.state.md.us)>

**Sent:** Friday, May 16, 2014 2:41 PM

**Subject:** May 19, 2014 meeting

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Sincerely,

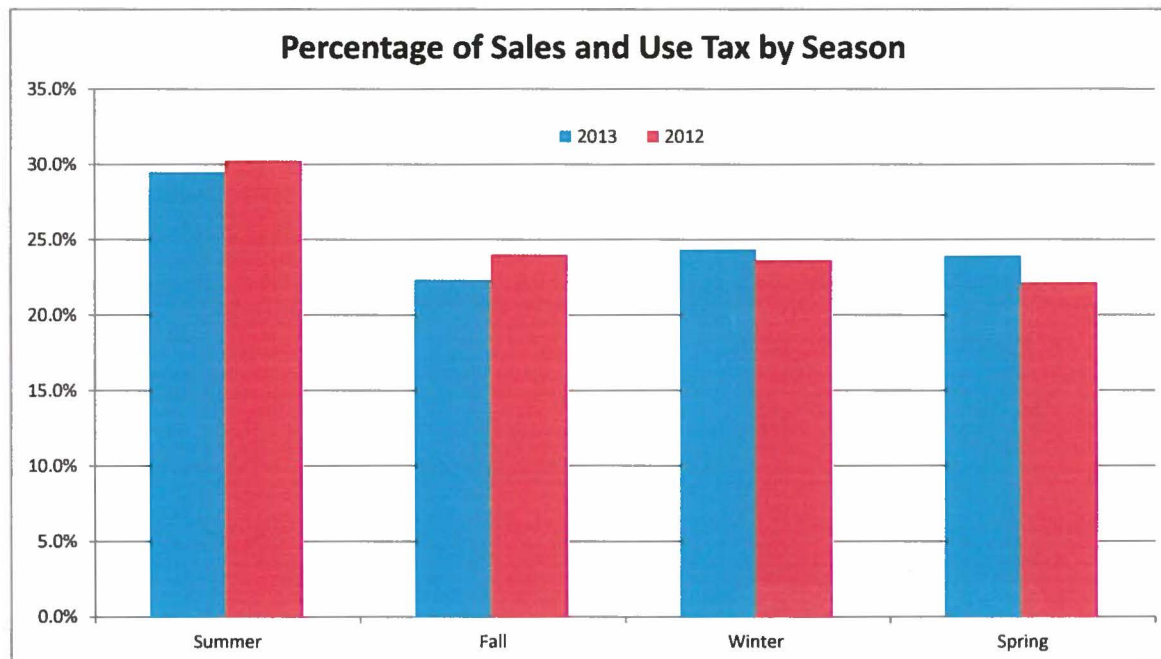
Bill Cappe, Sarah Spross, and Kris Angelis

Kristine Angelis, Ph.D.  
Nonpublic School Approval Specialist  
Maryland State Department of Education, Division of Educator Effectiveness  
Baltimore, Maryland 21201  
410-767-0409 voice, 410-333-8963 fax, [kangelis@msde.state.md.us](mailto:kangelis@msde.state.md.us)

Connect with the Maryland State Department of Education  
on Facebook and @MdPublicSchools on Twitter

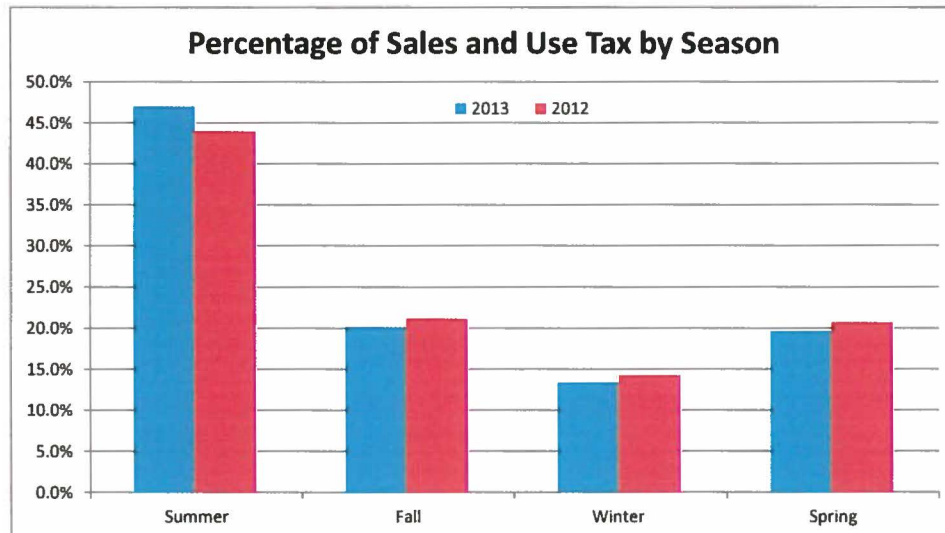
Percentage of Sales and Use Tax by Season  
Garrett County

Tax Period	2013			2012				2013	2012
	# Taxpayers	Tax Due	Share of Total	# Taxpayers	Tax Due	Share of Total			
1 December	679	1,557,155	8.7%	710	1,607,386	9.3%	Sum of Total Summer Fall Winter Spring		
2 January	605	1,402,183	7.8%	562	1,173,889	6.8%		29.5%	30.2% June-August
3 February	471	1,390,570	7.8%	519	1,314,528	7.6%		22.3%	24.0% September-November
4 March	527	1,301,777	7.3%	545	1,235,274	7.1%		24.3%	23.6% December-February
5 April	531	1,357,939	7.6%	473	1,161,343	6.7%		23.9%	22.2% March-May
6 May	466	1,619,079	9.0%	465	1,443,276	8.3%			
7 June	663	1,670,469	9.3%	632	1,582,057	9.1%			
8 July	493	1,867,543	10.4%	401	1,857,994	10.7%			
9 August	472	1,738,772	9.7%	556	1,801,398	10.4%			
10 September	572	1,435,103	8.0%	567	1,512,321	8.7%			
11 October	460	1,322,385	7.4%	494	1,343,517	7.8%			
12 November	414	1,242,166	6.9%	444	1,302,717	7.5%			
		17,905,141	3.3%		17,335,700				



Percentage of Sales and Use Tax by Season  
Worcester County

Tax Period	2013			2012				2013	2012
	# Taxpayers	Tax Due	Share of Total	# Taxpayers	Tax Due	Share of Total			
1 December	1,859	4,183,861	5.2%	1,853	4,505,824	5.8%	Sum of Total		
2 January	1,716	3,121,685	3.9%	1,685	3,134,993	4.0%	Summer	46.9%	44.0% June-August
3 February	1,403	3,357,936	4.2%	1,427	3,380,837	4.4%	Fall	20.1%	21.1% September-November
4 March	1,527	4,036,019	5.1%	1,500	4,421,658	5.7%	Winter	13.4%	14.2% December-February
5 April	1,583	4,705,186	5.9%	1,506	4,777,893	6.2%	Spring	19.6%	20.7% March-May
6 May	1,482	6,902,080	8.6%	1,355	6,840,075	8.8%			
7 June	2,086	10,742,967	13.5%	1,875	9,507,259	12.3%			
8 July	1,708	13,994,428	17.5%	1,345	13,208,622	17.0%			
9 August	1,502	12,738,529	16.0%	791	11,356,827	14.7%			
10 September	1,617	7,815,272	9.8%	1,699	8,018,711	10.3%			
11 October	1,324	4,560,482	5.7%	1,329	4,595,299	5.9%			
12 November	1,184	3,665,407	4.6%	1,196	3,765,648	4.9%			
		79,823,852	3.0%		77,513,646				



Admission and Amusement  
Garrett County

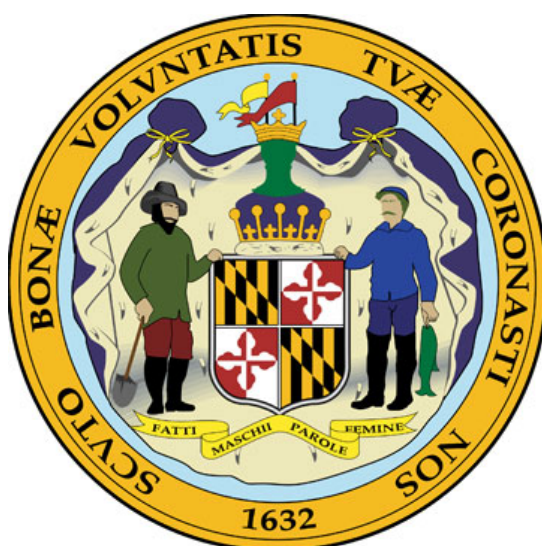
	2013		2012		2011		2010		2009		2008	
Tax Period	# Taxpayers	Tax Due	# Taxpayers	Tax Due	# Taxpayers	Tax Due	# Taxpayers	Tax Due	# Taxpayers	Tax Due	# Taxpayers	Tax Due
1 January	14	123,617	15	123,872	15	150,551	15	143,107	15	155,067	17	132,941
2 February	13	131,463	14	123,232	14	124,777	15	126,443	18	127,605	14	126,173
3 March	18	97,675	22	91,427	19	95,274	21	114,025	22	81,599	20	57,791
4 April	23	13,906	24	17,276	22	14,299	22	10,225	25	15,515	23	16,076
5 May	29	29,779	29	34,273	32	28,987	30	28,036	29	24,150	27	25,353
6 June	31	60,227	33	127,896	39	122,672	37	113,139	36	109,467	33	93,909
7 July	28	111,282	31	110,474	33	125,984	31	103,764	31	92,017	32	94,687
8 August	28	98,856	29	100,784	31	111,614	32	102,206	29	92,775	30	91,905
9 September	28	62,406	33	117,501	34	127,530	33	127,287	33	97,542	37	99,665
10 October	24	17,572	25	18,421	27	24,296	29	20,766	23	16,902	25	16,226
11 November	16	17,809	16	14,350	17	43,530	16	29,395	17	21,416	17	21,641
12 December	20	109,832	20	137,952	19	126,398	21	190,319	18	145,924	21	126,572
		874,423		1,017,458		1,095,913		1,108,713		979,979		902,939
		-14.1%		-7.2%		-1.2%		13.1%		8.5%		

Admission and Amusement  
Worcester County

	2013		2012		2011		2010		2009		2008	
Tax Period	#		#		#		#		#		#	
	Taxpayers	Tax Due	Taxpayers	Tax Due	Taxpayers	Tax Due	Taxpayers	Tax Due	Taxpayers	Tax Due	Taxpayers	Tax Due
1 January	42	27,176	45	25,857	42	24,953	48	61,663	46	49,229	52	82,696
2 February	40	23,731	47	28,430	45	28,185	40	39,984	52	77,291	52	86,909
3 March	61	83,409	61	125,580	55	102,000	61	74,088	63	72,010	68	101,912
4 April	66	96,526	68	112,868	60	105,371	62	127,903	71	130,874	70	144,875
5 May	94	171,701	100	189,606	92	181,248	95	217,171	98	214,584	93	234,812
6 June	119	337,405	116	388,038	113	373,210	121	374,958	120	308,546	118	347,142
7 July	110	522,212	112	544,032	106	532,500	106	531,137	110	514,195	110	544,284
8 August	112	497,380	113	482,790	105	452,421	105	516,951	108	500,398	114	547,605
9 September	116	234,069	115	236,763	106	237,757	113	268,506	115	203,913	114	189,255
10 October	74	77,883	70	84,373	69	83,855	70	114,389	72	124,887	71	126,982
11 November	57	40,179	54	36,002	54	37,667	57	55,430	57	61,849	61	548,746
12 December	58	67,196	59	75,707	60	93,569	59	114,799	64	51,870	64	53,922
		2,178,865		2,330,046		2,252,734		2,496,978		2,309,646		3,009,139
		-6.5%		3.4%		-9.8%		8.1%		-23.2%		

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

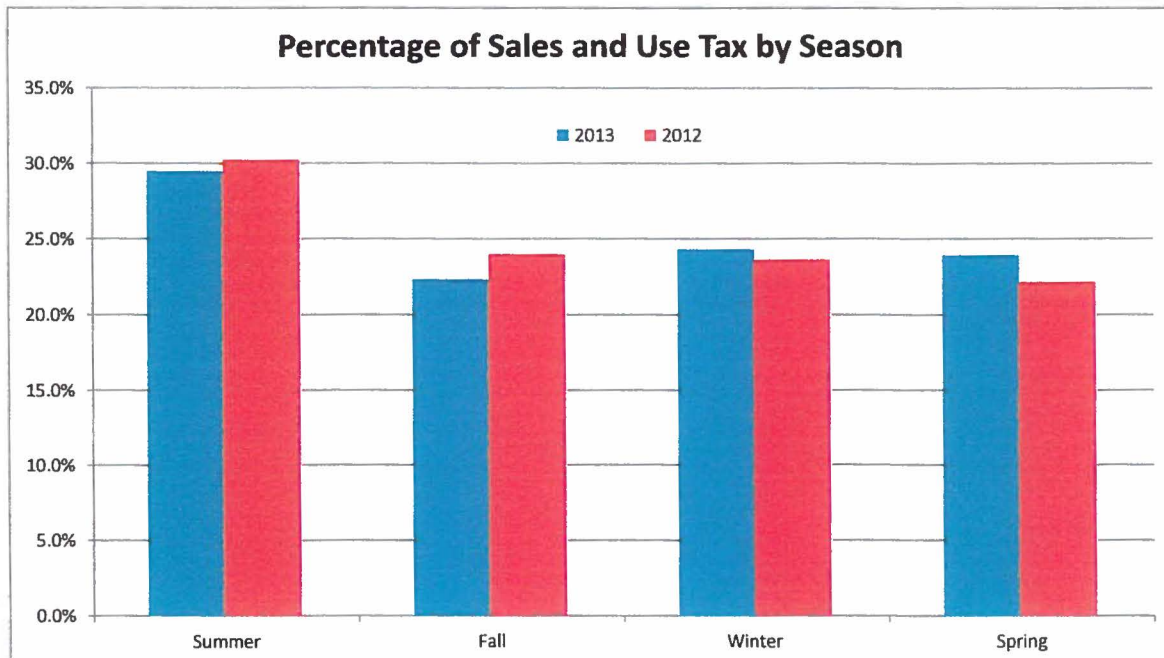
## **Appendix XIX**



**June 2014**

Percentage of Sales and Use Tax by Season  
Garrett County

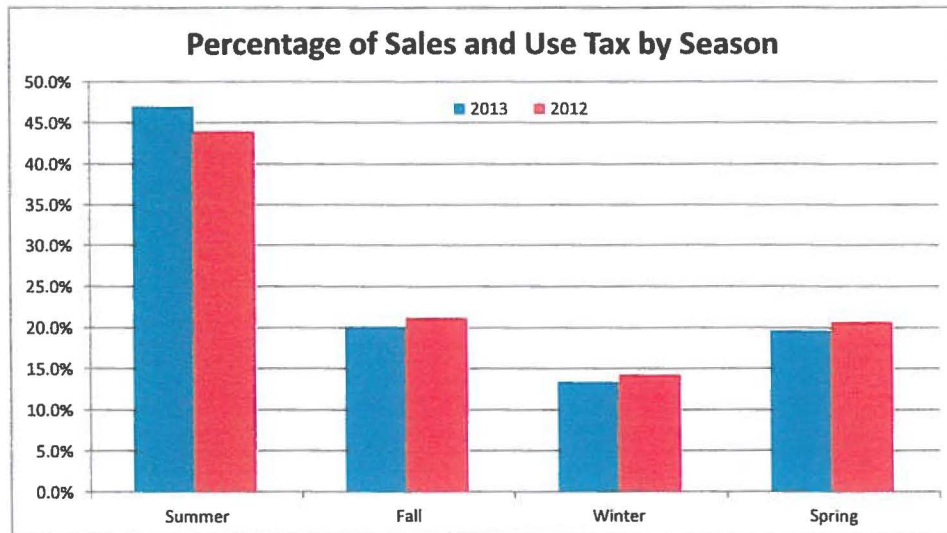
Tax Period	2013			2012				2013	2012
	# Taxpayers	Tax Due	Share of Total	# Taxpayers	Tax Due	Share of Total			
1 December	679	1,557,155	8.7%	710	1,607,386	9.3%	Sum of Total Summer Fall Winter Spring		
2 January	605	1,402,183	7.8%	562	1,173,889	6.8%		29.5%	30.2% June-August
3 February	471	1,390,570	7.8%	519	1,314,528	7.6%		22.3%	24.0% September-November
4 March	527	1,301,777	7.3%	545	1,235,274	7.1%		24.3%	23.6% December-February
5 April	531	1,357,939	7.6%	473	1,161,343	6.7%		23.9%	22.2% March-May
6 May	466	1,619,079	9.0%	465	1,443,276	8.3%			
7 June	663	1,670,469	9.3%	632	1,582,057	9.1%			
8 July	493	1,867,543	10.4%	401	1,857,994	10.7%			
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12 November	414	1,242,166	6.9%	444	1,302,717	7.5%			
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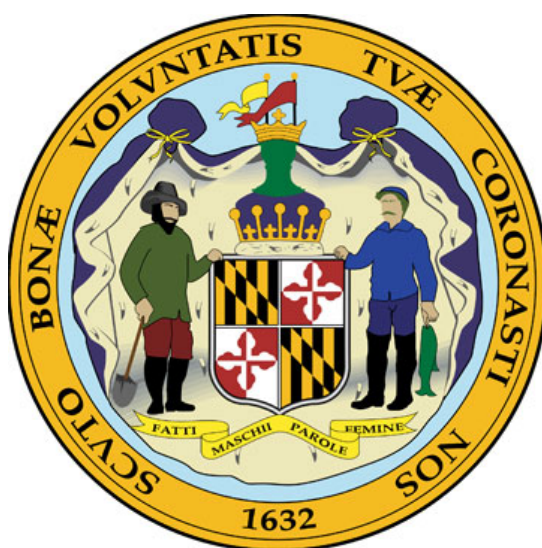
Percentage of Sales and Use Tax by Season  
Worcester County

Tax Period	2013			2012				2013	2012
	# Taxpayers	Tax Due	Share of Total	# Taxpayers	Tax Due	Share of Total			
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		79,823,852	3.0%		77,513,646				



# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix XX**



**June 2014**

Admission and Amusement  
Garrett County

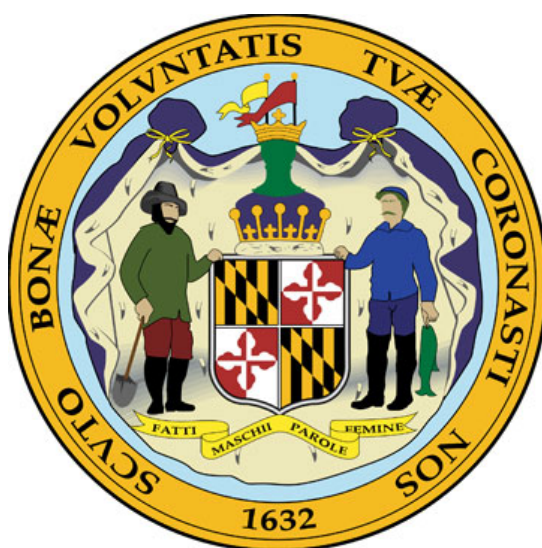
	2013		2012		2011		2010		2009		2008	
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12 December	20	109,832	20	137,952	19	126,398	21	190,319	18	145,924	21	126,572
		874,423		1,017,458		1,095,913		1,108,713		979,979		902,939
		-14.1%		-7.2%		-1.2%		13.1%		8.5%		

Admission and Amusement  
Worcester County

	2013		2012		2011		2010		2009		2008	
	#		#		#		#		#		#	
Tax Period	Taxpayers	Tax Due	Taxpayers	Tax Due	Taxpayers	Tax Due	Taxpayers	Tax Due	Taxpayers	Tax Due	Taxpayers	Tax Due
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8 August	112	497,380	113	482,790	105	452,421	105	516,951	108	500,398	114	547,605
9 September	116	234,069	115	236,763	106	237,757	113	268,506	115	203,913	114	189,255
10 October	74	77,883	70	84,373	69	83,855	70	114,389	72	124,887	71	126,982
11 November	57	40,179	54	36,002	54	37,667	57	55,430	57	61,849	61	548,746
12 December	58	67,196	59	75,707	60	93,569	59	114,799	64	51,870	64	53,922
		2,178,865		2,330,046		2,252,734		2,496,978		2,309,646		3,009,139
		-6.5%		3.4%		-9.8%		8.1%		-23.2%		

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Appendix XXI**



**June 2014**

# **Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

## **Materials of Interest Following May 19, 2014 Meeting**

### **Newspaper Articles Concerning Task Force to Study a Post-Labor Day Start Date for Maryland Public Schools**

#### **"Md. Panel Recommends Post-Labor Day School Start," WJZ, May 20, 2014**

Article reports that at the Task Force recommended a post-Labor Day start date for Maryland public schools citing it was good for students and the states bottom line. Report cites that critics are concerned that about the school year now ending later since school are required to operate for 180 days.

#### **"Updates – The Big Q: Should Harford County Public Schools Start After Labor Day?," the Dagger Press, May 21, 2014**

Article reports that at the Task Force plans to recommend a post-Labor Day start date for Maryland public schools. I reports that Supports believe that the change will boost economic activity and generate added tax revenue; and detractors are concerned about loss of local control over school calendars. Article also includes the following statement from Barbara Canavan, Superintendent Harford County Public Schools, "I support the state superintendent's position that local school districts should be granted autonomy regarding the start of school year. The post Labor Day start to school is replete with, but not limited to, complications pertaining to instruction, student assessments, professional development opportunities and preserving traditional family time throughout the school year for all member of our school community." Finally it contains several comments regarding individuals support or opposition to a post-Labor Day start date.

#### **"All MD Public School Could Be Forced to Start School after Labor Day," WMDT, May 24, 2014**

Article reports that at the Task Force recommended a post-Labor Day start date for Maryland public schools. Comptroller Peter Franchot, a support of a post-Labor Day start date is quoted as indicate that there, "...would be about \$80 million in new economic activity..."

#### **"Local school priorities, not nostalgia, should set MD.'s academic calendar," The Washington Post, June 3, 2014**

The editorial board reports that the task force has recommended public schools not be allowed to open until after labor day. They cite Comptroller Peter Franchot as a strong supporting due to his belief that extending the summer vacation could result in \$74 million in economic activity. Editorial Board of the Washington Post disagrees with the idea of a post-Labor Day start date. They propose that more instructional time and year round schooling has been successful especially for at-risk students. However they don't believe just anyone should be making these decisions but state, "The school calendar should be shaped by educators in conjunction with their communities rather than politicians in Annapolis with nostalgic notions of summer." Furthermore they believe that Maryland would be taking a step backwards if it, "Allows business interests, not children's needs, to dictate school decisions."

**"State mandate for pre-labor Day opening is overreach," The News Post, May 25, 2014**

The editorial board reports that the task force has recommended public schools open after Labor Day. They indicate that those in favor of the idea include Comptroller Peter Franchot and David Reel, President and Chief Executive of the Maryland hotel and Lodging Association. Both who cite economic gain as the driving factor for the recommended change. Naysayers include those from the public school community including the MSEA and the State Superintendent. Both who believe school systems should maintain the authority to decide when their calendar start and express concerns about inclement weather planning, teacher professional development, and potential negative impact on test scores.

**"School should have never started before Labor Day to begin with [Letter]," The Baltimore Sun, May 26, 2014**

Letter from Carolyn Jones writes questioning why the school systems decided to begin before Labor Day. She also questions why 6<sup>th</sup> graders are in middle school and writes that she believes our children are growing up too fast. She concludes by stating that, "The people we have in office making decisions are not looking at the whole picture."

**"Starting the school year after labor day [Poll]," The Baltimore Sun, May 26, 2014**

Poll asking the question:

"Should the start of the school year be delayed until after Labor Day in the hopes it will raise more state tourist revenue, as a task force is expected to recommend, despite opposition from all but one Maryland School districts?

- ☐ Yes
- ☐ No
- ☐ Not Sure"

As of May 28, 2014 (1374 responses)

- ☐ Yes (492 responses)
  - ☐ 36%
- ☐ No (871 responses)
  - ☐ 63%
- ☐ Not Sure (11 responses)
  - ☐ 1%

**"Starting school later could generate and extra \$7.7 million for Maryland's coffers," The Washington Times, June 3, 2014**

Article reports that the Task Force voted to recommend a post-Labor Day start date for Maryland Public Schools. It reports that studies show that an extra week of summer vacation could generate \$74.3 million dollars. Peter Franchot, MD Comptroller is quoted as saying, "I believe is would improve the quality of life of parents and families with young children, and I think it's a mistake, a well-intentioned one, to start school earlier because kids benefit from having a full summer. In opposition of this decision, Task Force member Ms. Mary Jo Richmond is reported as saying that she sees the value in more money for the State but isn't convinced that it will be good for schools.



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## Local

## Md. Panel Recommends Post-Labor Day School Start

May 20, 2014 11:20 PM

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**Christie Ito**

Christie Ito joined WJZ's News Team in the fall of 2012. She...[Read More](#)

ANNAPOLIS, Md. (WJZ) — The summer travel season kicks off in just a few days and it's expected to be one of the biggest in years. Now there's a new plan to extend summer vacation for Maryland public schools. It's getting cheers from students and it could bring big [money](#) to the state.

Christie Ito has more on how it might work.

The first bell could soon ring a little later for Maryland's 24 public [school](#) districts—in fact, right after Labor Day.

"I would like more time off," said student Brian Tita.

This week, a state task force pushed for a later start date statewide, arguing it's good for [students](#) and the state's bottom line.

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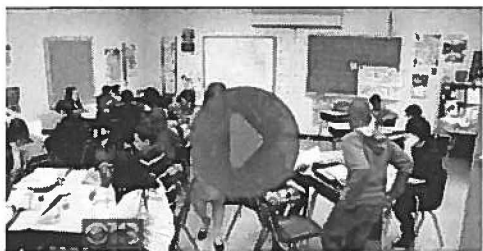


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**TV SCHEDULE**





Breakfast Cafe in Ocean City relies heavily on student workers in the summer. Worcester County schools just announced students will go back after Labor Day.

"It's not just Ocean City [or] western Maryland," said State Comptroller Peter Franchot. "It's also areas in Baltimore that benefit."

A state report shows a post-holiday start would directly pump \$74.3 million into Maryland, including \$3.7 million in new wages and \$7.7 million in tax revenue.

"We can spend more days off and rest a little bit," said Nicole Amaya.

It's winning with students but some teachers aren't sold.

"I think it's good the way it is," said teacher Meredith Anderson.

Critics are concerned about finishing the year later, if there's a later start. The state mandates 180 days in the school calendar.

"The bad weather showed us this concern about the schedule is not particularly strong," said Franchot. "If they took two days from Christmas, two days from spring vacation, three days from field trips—right there, you got almost enough days to start after Labor Day."

It's an issue that still has a ways to go before any changes are made to your student's first bell of the school year.

The issue could then become part of legislation proposed in next year's legislative session.

#### Other Local News:

- 12-Year-Old Girl Killed In Crash As Police Pursued Man On Preston Street
- Commissioner Baltz Punches Armed Man, Holds Gun To His Head In Chaotic Arrest
- Homicide Detectives Investigating Woman Struck By Vehicle
- Have Trouble Parking Downtown? A Canton Resident Has An App For That!
- Activists Demand Full Review Of Police Taser Policy After Teen's Death

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Sober Celebrity Quotes

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#### Full Program Grid

7:00 PM	CBS Evening News with Scott Pelley
7:30 PM	Entertainment Tonight
8:00 PM	Hawaii Five-0
9:00 PM	Criminal Minds
10:00 PM	CSI: Crime Scene Investigation
11:00 PM	Eyewitness News at 11
11:35 PM	Late Show with David Letterman

#### POLL OF THE DAY

Did Ray Rice's News Conference Help Or Hurt Him In The Court Of Public Opinion?

- ☐ Help.
- ☐ Hurt.
- ☐ Not Sure.

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**JLeland** • 7 days ago

Easy to see where today's priorities are; more vacation, shorted school days and summer jobs. Anybody actually learning anything?

^ ▾ • Reply • Share ▾



**hdatontodo** • 7 days ago

I would prefer a shorter Easter and Christmas break to accomplish this instead of having the school year run until the end of June.

1 ^ ▾ • Reply • Share ▾



**Anne** • 7 days ago

I say do it! It's all relative. MD is not the only state with mandatory 180 days. Besides it amounts to one week later means one week longer. How about cutting back on teacher professional days? Two days a year was all I had growing up. Not these 3, 4, 5 day weekends which amounted to longer than what spring break would have been had we not had the winter we had.

^ ▾ • Reply • Share ▾



**Todd** • 7 days ago

start school later, gets out later

^ ▾ • Reply • Share ▾



**JR** • 7 days ago

At one time it did start after Labor Day.....why they changed it I will never know.

3 ^ ▾ • Reply • Share ▾



**BaltimoreHun** → JR • 7 days ago

I agree 100%!

One explanation are all the so-called Staff Development days. Most teachers avoid those thing like the plague.

BTW, I was in school in the '50s and our winters were worse with poorer snow removal. We still started after Labor Day and got out the first or second week in June.



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## UPDATED – The Big Q: Should Harford County Public Schools Start After Labor Day?

MAY 21, 2014 BY THE DAGGER

24 COMMENTS

After studying the potential impact on the economy, summer tourism and public education, a state task force reportedly plans to recommend that Maryland public schools start the school year after Labor Day. If enacted, the move would delay the customary first day of school by about a week in many Maryland school systems, including Harford County Public Schools. Because the state currently requires 180 days of instruction, the later start date could also mean a later end to the school year each June.

Supporters of the statewide initiative, including Maryland Comptroller Peter Franchot, have said that the move would boost economic activity and generate added tax revenue. Detractors, including some local superintendents, have decried the loss of local control over school calendars that must incorporate inclement weather make up days, established testing dates, and

professional development days for teachers.

Jillian Lader, HCPS manager of communications, did not immediately respond to The Dagger's request for a comment from Superintendent Barbara Canavan.

By law, the state task force must present its findings and recommendations no later than June 30th for further consideration by Gov. Martin O'Malley and state legislators.

Do you agree or disagree with a recommendation that would delay the start of school in Harford County until after Labor Day?

UPDATE: On May 22, 2014, Jillian Lader, HCPS manager of communications, provided the following statement from Superintendent Barbara Canavan:

"I support the state superintendent's position that local school districts should be granted autonomy regarding the start of school year. The post Labor Day start to school is replete with, but not limited to, complications pertaining to instruction, student assessments, professional development opportunities and preserving traditional family time throughout the school year for all members of our school community."

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## COMMENTS





Jason says

May 22, 2014 at 7:01 am

That's the way it used to be. They added too many days to the school year.

[Reply](#)

Well-loved.  10  1





Jason says

May 22, 2014 at 7:07 am

Having it start the day after memorial day leaves NO QUESTION as to when the first day is. It was easier to remember. It made more sense. Why we change anything that already works is beyond me. CHANGE IT BACK! 1st Day school SHOULD be the day after Labor day. There is no sense in what we do now having day 1 be on a Wednesday. or a Thursday. IN this instance the year will always start on a Tuesday. That way it was for years...

Reply

Well-loved.  13  2





James cook says

May 22, 2014 at 7:31 am

Since I, like the majority of people have no children in public school the only effect this has on me is I would spend my labor day weekend vacation in a state where schools have gone back, The outer banks are lovely that time of year the prices are off season and all the kids are gone. What is not to like?

Reply

Hot debate. What do you think?  5  3



Lauren brown says

May 22, 2014 at 11:10 am

You actually believe that the majority of people don't have children in public school?!

Reply

 5  2



Cdev says

[May 22, 2014 at 1:13 pm](#)

The prices go down in the OBX because it is Hurricane season!

[Reply](#)

5 1



James cook says

[May 22, 2014 at 3:38 pm](#)

Hurricane season starts on June first ya big dummy.

[Reply](#)

0 5



Please MOFO says

[May 22, 2014 at 8:02 am](#)

Any extra days those big long yellow stank wagons are off the road is a blessing.

[Reply](#)

Hot debate. What do you think? 5 8





SJSB says

[May 22, 2014 at 8:16 am](#)

I HATE the idea. Most states are going away from that schedule. I don't see how it is going to increase tax revenue? I came from a state that started in mid August and ended at the end of May (Snow days were then added at the end, so sometimes we went into the first week of June). Plus we had 1 week off in October and approx. 2 weeks for Christmas (and not as many as those random days off here and there). You could get great vacation rates at the end of May and beginning of June too. Plus the kids were

ready to go back by August and are ready to get out at the end of May/beginning of June. For some reason, your summer seems longer when you get out at the end of May. If you don't get out of school until late June, you can't vacation until July/August...it can be very hot! The only added tax revenue would be from the people of Maryland because everyone else is back in school. Maryland gets plenty of our money now...everything does not need to be based on how much more they can suck from us!!! Because of this...we do not plan on staying in MD!

[Reply](#)

Hot debate. What do you think?  5  5



Brian says

[May 22, 2014 at 8:22 am](#)

Though I like the idea of starting school after Labor Day (as a teacher and a parent) I am not sure it is the great boost it is being billed as. The fact is the kids still have to go to school 180 days, so this will mean one of two things. One would be the school year would just extend into June more then it currently does. Second would be that Christmas break and/or Spring Break would have to be shortened.

I listened to Peter Franchot on WBAL Radio this morning and like most politicians he was long on talk but short on answers. We asked about the fact it would push the school year more into June he simply said look at the calendar there is a way to get the 180 days in, without of course offereing any concrete sololutions. When pushed on it he mumbled something about Christmas and Spring break being shortened, again no real ideas just talk. He was a disappointment because in theory I think this idea is good, but he did nothing to help me defend the idea.

I know we use to do this when we were kids and all I get it. Until someone can show me on the calendar how it works, it is just talk that sounds good but is not actionable.

Plus one other thing that may be the point that gets me in trouble with some of you but here goes. I thin education workd best when the decisions are made at a local level. I think President Obama and his Common Core approach to education is awful and one of the reasons why is because it comes from a federal level which I think is wrong. Well the same applies here, I do not see what role at all the state has in telling local school districts how to shape their calendar.

Go ahead fire away, just try to do it with facts and ideas instead of nonsense that is so oftern displayed in this forum.

[Reply](#)

Well-loved.  8  1







Cdev says

May 22, 2014 at 2:01 pm

Fact : Obama did not create Common Core

Fact: Common Core has voluntarily been adopted by states

Reply

Hot debate. What do you think?  4  9



Meteoric Rhetoric says

May 22, 2014 at 2:17 pm

CDEV, he didn't say Obama created Common Core, he said it's his approach, which it is. In order to get Race to the Top funds (an Obama initiative) you had to show how you were going to align to Common Core.

Reply

Well-loved.  8  1



Original Observer says

May 25, 2014 at 11:25 pm

IIRC, Race to the Top was a GW Bush initiative. Obama merely reduced it to an absurdity by linking Common Core to it. But I never started a school year before Labor Day; and graduation was always in early June when I was in government schools in Harco. I don't see the big deal against resetting. The only thing you get from starting in August is more days in ridiculous heat, which is a major concern still in too many HCPS classroom buildings.

Reply

 2  0





Brian says

[May 22, 2014 at 8:24 am](#)

Man does my spelling suffer when I use my fat thumbs on my cell phone while sitting at the red lights.

[Reply](#)

Hot debate. What do you think?  5  3





Shining up the whistle says

[May 22, 2014 at 10:01 am](#)

Texting while driving, huh? What school is your employment location?

[Reply](#)

Hot debate. What do you think?  4  6





Brian says

[May 22, 2014 at 10:34 am](#)

This is the way it used to be. Why it ever changed I have no idea. Starting after Labor Day just makes sense. Families can get one more long weekend in on a vacation, and kids in 4-H and FFA can be at the State Fair and not be missing any class time. If the “teachers in service days” are eliminated, that tenured teachers don’t attend any way, and make school weeks actually 5 days there would not be any need for a longer school year.

[Reply](#)

Well-loved.  11  1





jean says

[May 22, 2014 at 11:30 am](#)

I feel this would be great and give the kids a little more summer. I never went until after Labor Day when I attended Harford County schools many moons ago. It

would also let those that participate in the State Fair a little more leeway with their 4-h projects. Maybe they could eliminate some of the in service day. What do these meetings really do?

[Reply](#)

Well-loved.  10  0



Cindy Mumby says

[May 22, 2014 at 2:24 pm](#)

This story has been updated with a statement from Superintendent Barbara Canavan.

[Reply](#)

 2  0



Really??? says

[May 22, 2014 at 4:51 pm](#)

Like many of the older generation, I remember when school started after Labor Day, and final exams were that first week of school. You had Thanksgiving and that Friday off; you had about two weeks for Christmas Break, and the Thursday before Easter off until the Monday after Easter. Now, in our politically correct times, you have to refer to them as 'Winter Break' and 'Spring Break,' or else you risk offending someone.

There are many reasons now why the school year is longer. First, it is now stipulated by contract that teachers must work between 5 – 10 days more than the 180 days for students, depending on which school district you are in. Secondly, more religious holidays have been added in – when I was in public school as a student, you knew who the religious students were and weren't, teachers that cared would not schedule major assignments due or examinations on these days, and students were good about bringing in absentee notes. There were the occasional days off at the end of the marking period so that teachers could finalize and submit grades.

Honestly, the only way I could see starting school after Labor Day without running too far into June, is if the school systems would eliminate some of those Professional Development Days and cut down on the number of religious holidays built into the

calendar. Sadly, I don't see this happening

[Reply](#)

 2  0



Brian Makarios says

[May 22, 2014 at 5:13 pm](#)

Like many of the older generation, I too remember when schools taught the basic parts of speech, how to multiply using facts one had to memorize, along with basic skills such as how to address a mailing envelope. But alas, those days are gone.

[Reply](#)

 5  1





Hank says

[May 22, 2014 at 5:48 pm](#)

I wish they'd go to a year round school schedule with 1-2 weeks off between marking periods (which can be timed to more or less coincide with the traditional Christmas and spring breaks) and then 4-6 weeks off in the summer between school years. The major things that would need to be figured out are how to run summer school and every school would need functioning air conditioning.

Study after study after study talks about how much knowledge students forget over the 2.5 month break in the summer and how the first couple weeks (sometimes even the entire first month) of the school year are frequently used to reteach concepts that were taught the previous year (and forgotten by the average student.) This would help alleviate that problem, families would have more options of when to vacation, etc.

[Reply](#)

Hot debate. What do you think?  6  5



hashy says

[May 22, 2014 at 6:21 pm](#)

or better yet how about we just assign summer work every summer?

[Reply](#)

 1  2



hashy says

[May 22, 2014 at 6:20 pm](#)

Wouldn't make any difference for HarCo. We get out that Thursday for a jewish holiday anyway. Just keep it the way it is.

[Reply](#)

 0  3



Jon C. Duddlewiser says

[May 22, 2014 at 7:08 pm](#)

Blip, blap, flip, flap. Here's a no brainer, just don't send your kid to school until after labor day if it effects your vacation or other plans.

Don't reply to me about a letter saying your child wont pass. I know it, you know it, they know it, it's bullshit. With all the parental complaints that come in faster than ink cartridges can be replaced, political correctness, decreased student enrollment, and otherwise, the biggest dysfunction ever, they can't afford to have "Repeat offenders" of the same grade anymore.

[Reply](#)

 3  1

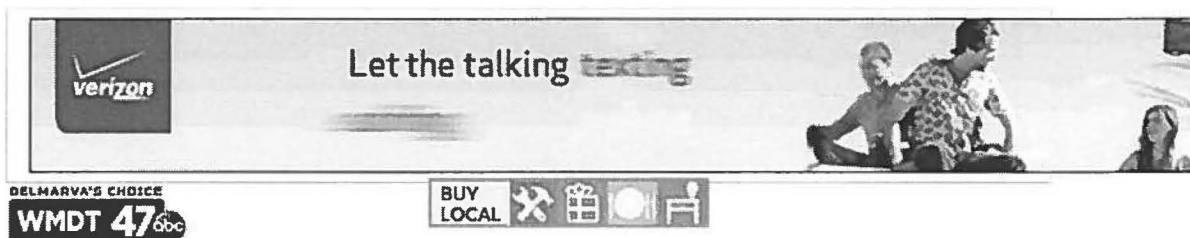


Evelyn Ishmael says

[May 24, 2014 at 11:18 am](#)

The one issue that hasn't been addressed is "What's good for students?"

The answer, or at lest the discussion, should guide the decision about when to start



## All MD Public Schools Could Be Forced To Start School After Labor Day

Posted: May 20, 2014 5:24 PM EDT

Updated: May 24, 2014 5:23 PM EDT

By Jemie Lee - email

MARYLAND - All Maryland public school students could be heading back to school a little later. This after a state appointed task force voted 11 - 4 in favor of a post-Labor Day start. The task force will recommend the change to the governor and general assembly during the next session.

"Once they come back from summer, then they don't want to go to school already. Then having a break, then having to go back after Labor Day is pretty inconsistent. It's like a start, stop, start, stop kind of thing. So I think it will be nice," Alyssa Cannon of Salisbury, Md. said.

As for this fall Worcester County is the first and only school system in Maryland that will start on September 2nd. Proponents saying it will help boost the tourism industry on the shore. Last year, the Comptroller's Office conducted an economic impact study on the possibility of a later start date.

"We found that there would be about \$80 million in new economic activity based on moving the school day," Comptroller Peter Franchot said.

But a later start date also means a later end date.

"Last winter was kind of intense--a lot of snow days. So kids could possibly be going to school until mid-June or something, so that would suck too," Abigail Rickwood of Salisbury, Md. said.

A sacrifice others seem willing to make.

"Yeah, that's fine. No problem with that at all," Cannon said.

The economic impact study found that the post-labor day start date would generate more than \$14 million for Ocean City.

The Maryland Department of Education says the task force will complete a report sometime in the next month.

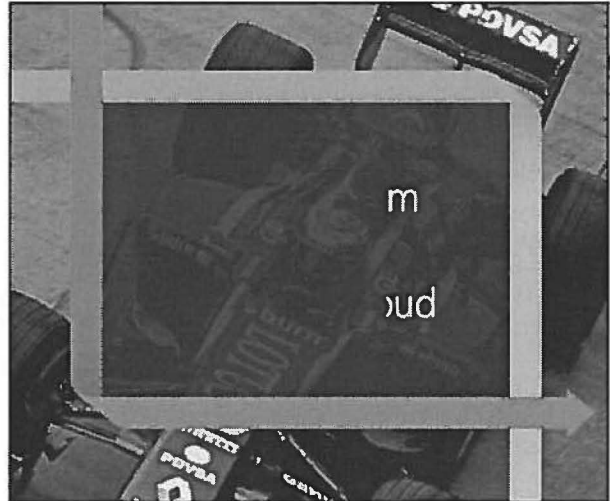
# The Washington Post

[Back to previous page](#)

## Local school priorities, not nostalgia, should set Md.'s academic calendar

By **Editorial Board**, Published: May 25

LOCAL SCHOOL districts in Maryland weigh many factors in determining when to start their school years. What's the window for state, local and advanced placement testing? When is the best time to conduct professional staff development? Essentially, school officials want to create an optimal learning environment. One thing they don't — and shouldn't have to — consider is maximizing tax revenue from Ocean City.



A task force convened by the Maryland General Assembly has recommended that the state's public schools not be allowed to open until after Labor Day. The driving motivation behind the change, which would require legislation or an executive order, is to boost the state's tourism industry. Maryland Comptroller Peter Franchot (D), a strong supporter of extending summer vacation into September, said the change could result in more than \$7.7 million in additional tax revenue and \$74.3 million in new economic activity. His main concern, Mr. Franchot told The Post's Donna St. George, is "the quality of interaction between family and their kids, which is jeopardized by this creep of starting school earlier and earlier. If we keep going in that direction, it will be July when we start school."

Actually, that doesn't strike us as necessarily a bad idea, considering the educational advantages to be gained from increased instruction time and the success some school districts have had with year-round schooling, particularly in helping at-risk students. But we wouldn't impose that view, either. The school calendar should be shaped by educators in conjunction with their communities rather than politicians in Annapolis with nostalgic notions of summer. It is telling that all the local superintendents and the state teachers association, in rare unanimity, oppose taking this issue out of the hands of the districts. "Requiring all local educational agencies to conform to the same schedule would not be conducive to the diverse needs of the twenty-four (24) districts in the state of Maryland," Prince George's school chief Kevin M. Maxwell wrote to the head of the state task force.

Maryland, which likes to trumpet its success in student achievement, would be taking a step back if it allowed business interests, not children's needs, to dictate school decisions. We urge Gov. Martin O'Malley (D) to make short shrift of this ill-advised proposal.

Read more about this topic: [The Post's View: Montgomery, Anne Arundel schools should plan ahead for snow days](#) [The Post's View: Montgomery County schools must attack the achievement gap](#) [The](#)

Post's View: Montgomery County's school-funding gimmickry buys a year of peace



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## State mandate for pre-Labor Day opening is overreach

News-Post Editorial Board | Posted: Sunday, May 25, 2014 2:00 am

Should Maryland school districts' academic calendars be subject to economic considerations? More specifically, should a post Labor Day start of the school year be mandated by the state?

A task force established last year by the General Assembly this week voted 11-4 to recommend that Maryland schools open after the traditional end-of-summer Labor Day holiday.

As reported in a Tuesday Baltimore Sun story, this year most districts will begin their school years Aug. 26 — a week before Labor Day.

Who's in favor of this return to a post Labor Day kick-off of the school year? Leading the charge is Maryland Comptroller Peter Franchot. According to him, a recent economic-impact study showed that the proposed later start date means big bucks for Maryland's economy and tax coffers — \$7.7 million in additional tax revenue and \$74.3 million in economic activity.

Worcester County, home to Ocean City, a favorite venue for Labor Day celebrants, has already moved this year's school start to Sept. 2 — a move that pleased Franchot.

Who else favors this proposal? How about David Reel, president and chief executive of the Maryland Hotel and Lodging Association. In its story on this subject, The Washington Post quoted Reel as saying, "It's good economic sense in terms of generating revenue from the state." As evidence he cited Virginia's law prohibiting schools from starting before Labor Day without a state waiver — aptly dubbed the "Kings Dominion law."

But there are naysayers, as well, particular within the public school community, who cite a variety of downsides to the proposal.

One of them, Adam Mendelson, Maryland State Education Association spokesman, raised concerns about inclement weather planning, teacher professional development, and potential negative impact on test scores.

For the most part, however, the biggest general concern among school officials seems to be the loss of local control that this mandate would result in. That group includes State Superintendent of Schools Lillian M. Lowery, who said school districts should have the authority to decide whether their calendars started before or after Labor Day.

Baltimore County schools chief Dallas Dance said the dictate would “significantly harm local control and require school systems to extend the school year into the latter part of June or shorten winter and spring breaks, which are important to families.”

A range of economic and educational pros and cons have been advanced by a number of people, many of them officials of the state or local school jurisdictions. We suspect that there is some validity to most of them.

We don't think, however, that the state should be telling local school districts that they cannot begin their school year's until after Labor Day. Let each district set its own start date after examining the merits and demerits of a post-Labor Day beginning.

While Worcester County may want to take advantage of the big Labor Day weekend, Frederick County may see the matter differently.

The state exercises enough control over local matters as it is, including education. Forbidding school districts a pre-Labor Day opening, for whatever reason, would be a flagrant overreaching of state authority and an unwarranted infringement of local autonomy.

baltimoresun.com

## School should have never started before Labor Day to begin with [Letter]

2:00 PM EDT, May 26, 2014

Regarding your article on delaying the opening of schools until after Labor Day, I have lived in Baltimore all my life, and we always went to school after Labor Day. It was the signal of end of summer days and the start of a new school year ("Task force recommends starting school after Labor Day," May 20).

Given the changes to the school system over the years I wonder who are these people that make changes that don't make sense. Why did they change it to begin with? If it's not broken don't fix it.

Who, for example, decided to put sixth-graders in with middle school. That's been a disaster. Whoever came up with that idea should have been fired.

We are rushing our children to grow up too fast, and it has caused a lot of heartache and headache for parents. I am so thankful that my children have graduated and are out of school because the people that we have in office making decisions are not looking at the whole picture.

Carolyn Jones, Baltimore

## Starting the school year after Labor Day [Poll]

Should the start of the school year be delayed until after Labor Day in the hopes it will raise more state tourist revenue, as a task force is expected to recommend, despite opposition from all but one of Maryland's school districts?

- Yes (492 responses)

36%

- No (871 responses)

63%

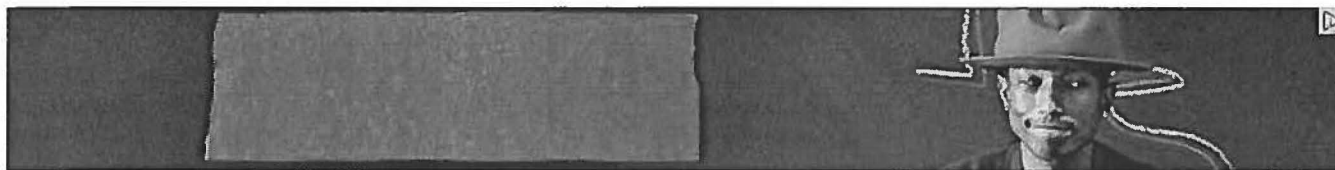
- Not sure (11 responses)

1%

1374 total responses

(Results not scientific)

Read more: <http://www.baltimoresun.com/news/opinion/second-opinion-blog/bal-starting-the-school-year-after-labor-day-poll-20140521,0,7033838.poll#ixzz3321xgTNI>



## The Washington Times

June 3, 2014

# Starting school later could generate an extra \$7.7 million for Maryland's coffers

By Crystal Hill

Maryland officials, contemplating millions of dollars lost each year in vacation tourism revenue, are joining other states in reconsidering school start dates that have crept earlier into the summer in recent years.

Comptroller Peter V.R. Franchot has called for a post-Labor Day start to classes, saying his studies show an extra week of summer vacation could generate \$74.3 million from tourism and put an additional \$7.7 million in state coffers.

"The tourist industries in the state are quite diverse, and there would be increased economic activity that would be pulled back into the school system," said Mr. Franchot, a Democrat. "The study we did showed a direct increase in economic activity when vacations were being taken after August, and our report did not even include the indirect economic benefits."

The conclusion comes after a decades-long creep away from the traditional agrarian calendar in which academicians considered the benefits of year-round schooling. Now debates similar to that in Maryland are playing out around the country, with legislatures caught between the economic interests of their states and the educational needs of their students.

In Maryland, a task force was assembled last year to study the implications of a post-Labor Day starting date for public schools. The task force voted 11-4 in favor of a later starting date and recommended to Gov. Martin O'Malley that the state implement a law that will mandate the later start.

Mr. Franchot's report looked at three of Maryland's major tourist destinations - Ocean City, Baltimore and Deep Creek Lake - and concluded that each would increase substantially in economic profit. The comptroller also says that an extended break will give students more time to spend with their families and prevent businesses from losing their temporary workers - often high school students - before the summer ends.

"I believe that it would improve the quality of life of parents and families with young children, and I think it's a mistake, a well-intentioned one, to start school earlier because kids benefit from having a full summer," Mr. Franchot said.

Passing such a law would make Maryland one of just a few states to require a later start. Many states give their districts flexible options in when to start and finish, contingent upon meeting a 180-day requirement.

The Worcester County Board of Education recently decided to push back its start date to Sept. 2 for the 2014-2015 year despite its superintendent's objections. Mr. Franchot sees Worcester's decision as emblematic of where the state is headed.

The tourism industry has been one of the driving forces behind September starting dates in places like Michigan and Virginia, where the law requires schools to start after Labor Day unless they obtain a waiver from the state. The laws are lobbied for and championed by tourism officials and business owners who benefit from August earnings.

In Virginia, legislation is introduced virtually every year to reconsider what is called the "King's Dominion law," named for the state's popular theme park. Gov. Terry McAuliffe, a Democrat, supports the later start to school, citing the impact tourism has on the economy.

More schools in Michigan, however, have been requesting waivers to start in mid-August, with some teachers advocating the year-round schedule.

Other states, like Pennsylvania, have most of their schools starting before Labor Day with very few exceptions. In nearly every post-Labor Day dispute, the discussion remains fixed on the economic gains instead of student learning.

Before the Maryland task force came to a vote, local superintendents sent letters to the state Department of Education expressing strong opposition against any legislation that would threaten their district's autonomy. The letters stated the importance of each district exercising its own judgment according to its diverse needs and the interest of its students.

Mary Jo Richmond, a Frederick County educator and a member of the Maryland State Education Association who sat on the task force, said starting after Labor Day will harm professional development for teachers and students. Ms. Richmond, one of the four members who voted against the recommendation, sees the value in more money for the state but isn't convinced that it will be good for schools.

"We just have to look at ways to make sure there is really economic benefit and make sure that schools are on the receiving economic end," Ms. Richmond said. "There's no report that says that schools will benefit."

Research isn't clear about whether a post-Labor Day start affects students academically. Dave Marcotte, a professor at the University of Maryland-Baltimore County, said summer learning loss and inadequate preparation for standardized testing are major factors.

"With the state testing schedule, schools that start early have an advantage," Mr. Marcotte said. "In the state of Wisconsin, schools started moving their start dates up in order to do better on standardized tests. The state had to restrict the early start dates because the schools were creeping up into early August."

While summer learning loss has had little impact on students from middle- and upper-income families, Mr. Marcotte said lower-income children suffer the most from long gaps between school years. If the summer is longer than 10 weeks, wealthier children from families with higher educated parents are rarely affected, Mr. Marcotte said, but lower income students tend to lose the educational gains made during the year.

But Tina Bruno, executive director of the Coalition for a Traditional School Year, which lobbies for later start dates, said starting later in the year curbs high cooling costs that are often most expensive in August.

"The money that is spent simply on cooling costs could fund summer programs," Ms. Bruno said.

"August is one of the hottest months of the year. When Texas schools decided to start later in the year they saved millions of dollars [in utility costs]. That's funding summer reading packets and other resources for students."

Whether the task force's recommendation will result in new legislation being passed is yet to be determined. The bill would need to pass the state legislature and be signed into law by the governor.

Mr. Franchot said he respects the arguments for district autonomy, but thinks the benefits far outweigh the costs.

"Local control is important to me, but I think the state should put its foot down and say, 'Let summer be summer,' " he said.

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## School should have never started before Labor Day to begin with [Letter]

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Doctor: Know These 3 Warning Signs You're About to Suffer Dementia

2:00 p.m. EDT, May 26, 2014

Regarding your article on delaying the opening of schools until after **Labor Day**, I have lived in Baltimore all my life, and we always went to school after Labor Day. It was the signal of end of summer days and the start of a new school year ("Task force recommends starting school after Labor Day," May 20).

Given the changes to the school system over the years I wonder who are these people that make changes that don't make sense. Why did they change it to begin with? If it's not broken don't fix it.

Who, for example, decided to put sixth-graders in with middle school. That's been a disaster. Whoever came up with that idea should have been fired.

We are rushing our children to grow up to fast, and it has caused a lot of heartache and headache for parents. I am so thankful that my children have graduated and are out of school because the people that we have in office making decisions are not looking at the whole picture.

Carolyn Jones, Baltimore

To respond to this letter, send an email to [talkback@baltimoresun.com](mailto:talkback@baltimoresun.com). Please include your name and contact information.

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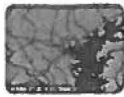
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## Starting the school year after Labor Day [Poll]

Should the start of the school year be delayed until after Labor Day in the hopes it will raise more state tourist revenue, as a task force is expected to recommend, despite opposition from all but one of Maryland's school districts?

- ☐ Yes  
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